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ABSTRACT

System Development Corporation conducted an extensive project of conceptualization and planning of models for compensatory educational intervention for disadvantaged youth at the secondary and postsecondary levels. One of the initial steps in the planning process was the identification of components in programs presently being implemented in the Upward Bound and Special Services for Disadvantaged Students programs. Over 100 programs were examined. This index of currently successful components is intended as a reference guide, and will be updated. Categories of components in the index include: needs assessment, remedial language arts, remedial mathematics, support for high school study, postsecondary education orientation, guidance and counseling, and financial assistance. (MSE)

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System Development Corporation

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PLANNED VARIATIONS STUDY

AN INDEX OF EXISTING PROJECT COMPONENTS

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January 31, 1978

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INTRODUCTION

During the period of September 1, 1976, through January 30, 1977, System Development Corporation (SDC) conducted an extensive planning effort under a contract with the U.S. Office of Education (USOE). Called the Planned Variations Study, a major dimension of the project involved the conceptualization and planning of models for compensatory educational intervention at the secondary and postsecondary levels. The project also included the planning of a longitudinal evaluation of the models, incorporating the design of an evaluation and analytic procedures to be used, the methodology for executing an evaluation study in a variety of field settings, and the selection of appropriate instrumentation to determine the effects of models on participating students.

The genesis for the Planned Variations Study arose from earlier evaluations of two programs operated by the Bureau of Higher and Continuing Education (BHCE), the Upward Bound program for secondary students and the Special Services program for postsecondary students. Based on the results of these earlier evaluations, which had indicated that both Upward Bound and Special Services were achieving certain of their objectives but could benefit from the development of alternative models, the Office of Planning, Budgeting and Evaluation (OPBE) contracted with SDC to carry out the planning activities outlined above.

In the 17 months of the Planned Variation Study, SDC performed the following tasks, each of which is described in a separate report:

- Developed two intervention strategies for compensatory education projects to meet the unique needs of disadvantaged secondary and postsecondary students.
- Developed the design of a longitudinal study to evaluate the effects of models growing out of the two intervention strategies, along with analytic procedures to answer the issues to be addressed in such a study.
- Developed a field implementation plan for a longitudinal study, by which intervention models could be implemented in a variety of settings and data collected as called for in a longitudinal study design.

- Developed a set of recommendations for instruments to measure student outcomes in a longitudinal evaluation, based on an analysis of available measures in the cognitive and affective domains.
- Developed an index of components of existing projects and a system for regularly adding to and maintaining the index.

One of the initial steps in the model planning process was the identification of components in programs presently being implemented for disadvantaged students. The ten USOE regional offices were requested to nominate from within their regions Upward Bound and Special Services projects that contained components of potential use for inclusion in the intervention models. Over 100 projects were nominated.

Documentation, consisting of proposals, reviews, field observations, progress reports, and internal evaluations, was obtained for the nominated projects. Using a systematic approach, the Planned Variations Study staff abstracted and catalogued this documentation. The abstract format required the description of components of the projects (e.g. Basic Skills, Counseling) in terms of content, details of facilities, material, equipment and staff required, methods, duration/timing, and procedures for the evaluation of the component activities. When available, evidence of effectiveness was also noted.

Of the projects abstracted, 40 were chosen as having well-documented components with objectives that were comparable to those of the Planned Variations Study. It became apparent that, in addition to being of use to SDC, the information thus gathered and organized would also be of use to the Bureau of Higher and Continuing Education in responding to requests from the field for assistance in developing, modifying, and implementing project components. A readily-available summary of components already being successfully implemented would provide the Bureau with the necessary information to respond to such requests. SDC was asked by the Bureau to compile the project abstracts into an index of existing components to be used as a reference guide by its program officers. The Index of Existing Components is the result of that compilation.

The Index of Existing Components compiled by SDC is designed to be used two ways. It will serve as an immediate source of information about the 1976-77 activities of projects now in existence as well as a prototype of the Bureau index. As on-going projects revise and modify their activities and new projects develop components, the Index needs to reflect these changes. SDC has designed a system for keeping the Index current, and as part of the system the present Index serves as a prototype of the Index that the Bureau will compile and maintain. The following section describes the Index and the system for its use and maintenance. Subsequently, this report provides a prototype model of the Index of Existing Components.

OVERVIEW OF THE INDEX AND THE SYSTEM

Under Title IV-A of the Higher Education Act of 1965, the U.S. Office of Education has funded several programs designed to provide services to economically and educationally disadvantaged high school and college students, including Special Services and Upward Bound.

Special Services is a discretionary project grant program that makes awards to institutions of postsecondary education to aid students with academic potential who need remedial or supportive services in order to successfully pursue a postsecondary education. Upward Bound is designed to aid the low-income high school student who, without the program, probably would not have considered postsecondary education enrollment or would not have gained admission to and successfully completed a two- or four-year postsecondary institution.

As specified by the regulations governing Special Services and Upward Bound, these programs have typically included components, or basic activities, directed toward helping the student deal with his academic, personal and financial problems. The program components are generally defined by the objectives they serve and include needs assessment, tutorial assistance, academic instruction, counseling and guidance, financial assistance and orientation to postsecondary education and institutions.

THE INDEX OF EXISTING COMPONENTS

Over the years, Upward Bound and Special Services project staff members have developed sophisticated, innovative, and effective ways of implementing the components of their projects. The Bureau of Higher and Continuing Education has recognized a need to have information about these projects readily accessible, in order to provide technical assistance to sites in the field.

Prospective Project Directors frequently request advice on the methodology and materials needed to successfully launch new projects. Experienced project staff are interested in ways to modify and revise their project components. In response to the Bureau's need to supply this kind of technical assistance, SDC has designed a system for regularly producing an Index of Existing Components. The Index will allow those who work with projects in the field both to offer their ideas about component implementation and to benefit from the ideas of others.

The Index of Existing Components is comprised of descriptions of a selection of components presently being implemented. It consists of three parts: (1) a matrix which delineates the basic component content categories (e.g., basic skills) and specifies the number of component descriptions included in the Index in each category by its applicability to rural or urban populations, and its applicability to a primarily black, white or hispanic student population; (2) six to ten descriptions of existing components in each content category; and(3) a Project Information section that supplies information about each project.

The Index is intended to be used as a reference guide. For example, a program officer in BHCE might receive a request for information about remedial mathematics programs for urban black students. He can determine from the matrix whether and where such programs are included in the Index. He can provide a description of each program to the requestor and, from the Project Information section, supply the name of each Project Director and other pertinent facts about that project. The requestor may then contact the directors of those projects that interest him.

THE SYSTEM

SDC has designed a system to facilitate the maintenance and use of the Index. It may be used by program officers to keep component information current and organized. The system incorporates the following features:

- Data collection procedures. Project Directors are to complete, at the beginning of each academic year, a Project Profile describing key project components in a specified manner (i.e., content, methodology, resources, evaluation). In addition, they will supply identifying information about the project, its locality, student population served, and evidence of effectiveness.

- Methodology for organization of data received. The system incorporates a scheme for defining key component areas. This scheme simplifies the organization of data.

- Criteria for data selection and entry into the Index. A method for determining which project components will be included in the Index, based on evidence of project effectiveness, clarity of description, exportability of the component, and applicability to geographic areas and ethnic groups.

- Guidelines for removal of components from the Index. Project information and component descriptions are periodically removed as they are replaced by updated or new data.

DESCRIPTION OF THE INDEX OF EXISTING COMPONENTS

The Index is designed as a looseleaf notebook so that component and project information may be easily added or removed. The following is a description of each of the three parts of the Index--Summary Matrix, Component Descriptions, Project Information--accompanied by examples from the Prototype Index.

THE SUMMARY MATRIX SECTION

The Summary Matrix (see Attachment A for an example) indicates the number of component descriptions included in the Index in each component category by urban and rural service areas, and within service areas, by those that apply to populations that are predominately black, white, or hispanic. One can determine, from reading across the matrix, the number of descriptions in each component category included in the Index by urban and rural service areas and by type of population served. By reading down the matrix, one can determine for a particular component category what service areas, and which populations are represented in the Index.

The matrix will be completed yearly after the component descriptions have been screened and chosen for inclusion in the Index. Blank matrix forms may be reproduced for this purpose. Compilers of the Index will determine the service area and population served of each component description and write the number of descriptions represented in the correct blocks.

COMPONENT DESCRIPTIONS SECTION

The Component Description portion of the Index is organized by dividers designating each component category on the Upward Bound and Special Services matrices. Each component category is divided into urban and rural service area sections. Those descriptions that are chosen for inclusion in the Index will be entered behind the corresponding component category divider and in the correct service area section. The Project Profile form that Project Directors complete includes a page for each component category (see Attachment B for an example Component Description form). The Component Description pages list the Index component category, its objectives and the educational level to which it applies. A box FOR BUREAU USE ONLY allows compilers to designate which service area and what target population the component serves for entry purposes. The section filled out by the Project Director includes (1) the name of the host institution; (2) the project component name (although it may differ from that of the component category name, its objectives should be the same); (3) the target population served; (4) the objective of that project's component; (5) content of the component; (6) methodology, or activities involved in implementing the component; (7) duration/frequency of component activities (8) resources required to implement the component; and (9) method by which the project evaluates the effectiveness of that component.

In giving technical assistance, program officers may refer to the information provided on the Component Description Form to help someone seeking aid to determine if a particular component is applicable to his needs. If the component appears useful, the program officer may then refer to the Project Information section for details about project contacts.

PROJECT INFORMATION SECTION

The Project Information section contains the Project Information sheets of each project represented in the Index and is organized alphabetically by the name of the host institution of each project. The Project Information Sheet

is the first page of the Upward Bound or Special Services Project Profile form that Project Directors fill out (see Attachment C for an example). It supplies the following information: (1) the name of the institution that hosts the project;(2) the date that the form was completed;(3) the name, project address and phone number of the Project Director;(4) the name, project address and phone number of a second contact at the project (e.g., Associate Project Director);(5) the number of students in each grade served by the project last year (including Bridge students for Upward Bound);(6) the number of students accepted to postsecondary education last year for Upward Bound projects, or, for Special Services projects, the number of students completing all course work taken last year with a C grade or better;(7) the sources of funding for the project;(8) the per-pupil expense last year;(9) the service area of the host institution (i.e., urban or rural);(10) the service area from which the students served by the project come (i.e., urban or rural communities); and (11)the ethnic breakdown of students served by USOE categories (i.e., American Indian or Alaskan Native, Asian or Pacific Islander, Black/Negro, Caucasian/ White, or Hispanic). The above information may be given by program officers to requestors who, having decided upon components of interest to them, wish to contact the project for details of the component.

At the bottom of the Project Information Sheet is a box FOR BUREAU USE ONLY. It provides a place for the compilers of the Index to record the results of the screening and selection of project components. It also provides the users of the Index a summary of the project's effectiveness, its service area, target population, and components included in the Index.

PROCEDURES FOR THE COMPILATION AND MAINTENANCE OF THE INDEX OF EXISTING COMPONENTS

COLLECTION OF COMPONENT DATA

At the beginning of each academic year, Upward Bound and Special Services Project Directors will complete and return to the Bureau of Higher and Continuing Education a Project Profile form. The information thus provided will be used by the Bureau to determine those project components to be considered for inclusion in the current Index of Existing Components. Since part of that determination is based on overall evidence of effectiveness of the project, only those directors with projects in existence one year or more will be asked to respond. The initial request for information will be accompanied by a letter (see Attachment D) explaining the purpose of the Index and directions for completing the Project Profile form. Project Directors will complete all applicable component descriptions the first time; however, for subsequent data collections they will describe only those components which have been added or substantially changed during the previous year.

The Project Profile forms, one each for Upward Bound and Special Services, (see Attachments E and F which contain the directions for their completion) are designed to serve two purposes. Initially, they will allow the compilers of the Index to decide which components to enter and eventually they will comprise the actual pages of the Upward Bound or Special Services Index. The necessity to rewrite project and component information is thus eliminated.

The first page of each Project Profile form (to be later inserted in the Project Information section of the Index) supplies information useful to both the compilers and the users of the Index.

- Items 1 through 4 give basic project contact information.
- Items 5 and 6 allow the compilers to determine the overall effectiveness of the project.

- Item 7 asks the funding sources of the project to give the users of the Index some indication of the type and/or magnitude of funding required to implement the components of a project. This is of particular importance when projects are supported by other funds in addition to Upward Bound or Special Services funds.

- Item 8 indicates the amount of funds required per pupil. Requestors of component information may find it useful to know the financial implications of project implementation.

- Items 9, 10 and 11 allow the compiler to determine whether a project is urban or rural, and what ethnic group it primarily serves for purposes of placement in the Index.

The section at the bottom of the page entitled FOR BUREAU USE ONLY has been added as a checklist for the compilers of the Index. Its use will be discussed in the sections below, Screening of Components and Selection of Components.

The succeeding pages of the Project Profile offer Project Directors a format for describing their project components. Each Component Description is designated by a major component category that is defined in terms of the objectives it serves (see Attachment G). Since component names differ slightly from project to project, Project Directors can determine under which category to describe a component by matching their component objectives to those outlined on the Project Profile form. Upward Bound categories differ slightly from those of Special Services. The component categories were derived from an analysis of the USOE regulations for Upward Bound and Special Services.*

*Refer to the report, "Intervention Strategies for Secondary and Postsecondary Compensatory Education," System Development Corporation TM-5857/002/00, for a detailed discussion of the analyses leading to their development.

Each Component Description page also includes a FOR BUREAU USE ONLY box that compilers of the Index will fill in during the screening and selection process. Its use will be discussed in the following sections.

When the completed Project Profile forms have been returned to the Bureau (Division of Student Services and Veteran Programs), they will be given to the compilers of the Index of Existing Components who will select those components to include in the Index.

SCREENING OF COMPONENTS

As a first step in the selection of components for the Index, Project Profile forms will be screened according to the following criteria.

1. Evidence of Effectiveness. Those projects showing 70% project effectiveness will be considered. It is assumed that a project showing this level of effectiveness will generally have developed components of sufficient value to be included in the Index. The overall evidence of project effectiveness may be determined from the figures in items 5 and 6 on the first page of the Project Profile form. For Upward Bound projects, 70% or more of the twelfth graders served by the project last year should have been accepted to a postsecondary institution. (An alternative measure of effectiveness could be the percentage of Bridge students accepted to postsecondary education last year. This measure could be used at the discretion of the Bureau and the figures are included for that purpose.) For Special Services projects, an average of 70 percent or more of the freshmen and sophomores served last year should have completed all coursework taken with a C grade or better.

   After the project effectiveness has been computed, the compiler will note the percentage on the first page of the Project Profile form in the E:_____ space in the FOR BUREAU USE ONLY box. Only those projects showing 70% or more effectiveness will be considered under the next criterion.

2. Adequate Description of Components. The Component Description pages of the Project Profile form will be reviewed to determine that all identifying information is filled in and that the components are adequately described. Project component objectives should be related to those listed at the top of the page.

Standards for the following dimensions are:

-Content: Clear description of activities involved in the component.

-Methodology: Techniques for implementing the activities are related to the objectives.

-Duration/Frequency: Specific numbers of courses, meetings, sessions, etc. are given.

-Resources: Numbers and types of personnel required, names of materials used, facilities and equipment specified.

-Evaluation: Clearly explained and related to the specific activities of the component.

The compiler will note whether each component is adequately described in the WW column of the FOR BUREAU USE ONLY box on the Project Information sheet.

3. Exportability. In order for the components listed in the Index to be useful to a large number of people requesting assistance, they must not require personnel, space, facilities, or equipment that are

extremely expensive to build or operate or are so exotic that they are only available under special conditions. For example, a project component that relied heavily upon a large computerized learning center as a base for most of its activities would not be considered easily exportable; it is unlikely that many new projects would have such facilities at their disposal. By reading the descriptions of resources required and checking funding sources and per pupil expense, the compiler can judge whether the components in a project are sufficiently exportable to be included in the Index. The compiler will note whether each component is exportable in the EX column of the FOR BUREAU USE ONLY box. This may be done while reading the component description for adequacy of detail.

SELECTION OF COMPONENTS

The final selection of components to be entered in the Index will be based on the following criteria.

1. Urban/Rural Representation. A minimum of six and a maximum of 10 components will be selected in each component category. Of the six minimum, three will represent urban areas and three will represent rural areas. If more than six components per category are desired, they may represent whatever proportion of urban-to-rural projects the Bureau deems appropriate.

   The compiler will determine from items 9 and 10 of the Project Profile form whether a project serves primarily an urban or rural population and note the area type in the AR:_____ space of the FOR BUREAU USE ONLY box on both the Project Information Sheet and on each Component Description sheet.

2. Ethnic Representation. Of the three urban and three rural components in each component category, one will represent a predominately black population, one a predominately white population, and one a predominately hispanic population. The following shows the distribution of of the six component descriptions per category.

urban – black

urban – white

urban – hispanic

rural – black

rural – white

rural – hispanic

If more than six components per category are desired, they may represent whatever ethnic breakdown the Bureau deems appropriate.

The compiler will determine from item 11 on the Project Profile form which ethnic group the project predominately serves and note the target population in the TP:_____ space in the FOR BUREAU USE ONLY box on both the Project Information Sheet and on each Component Description Sheet.

3. Greatest Variation in Content and Methodology. If more than ten candidate components per category remain after the urban/rural and ethnicity requirements have been satisfied, the compiler chooses those components that represent the greatest variation in content and methodology. For example, if two Needs Assessment components serving an urban black population are comprised of the same types of activities and utilize basically the same materials and resources for

implementation, one component would be dropped. The best written component description would be entered in the Index.

4. Clearest, Most Detailed Description. If more than ten candidate components per category remain and are entirely different from one another, the compiler chooses those components which are most clearly described and which include the most detailed information. For example, a Skills Development component description that includes the names of instructional materials used would be preferred to one that does not.

SUMMARY OF COMPONENT SCREENING AND SELECTION

The procedures to be followed by the compilers of the Index after receipt of project data are illustrated in the flow chart on the next page, and are described below.

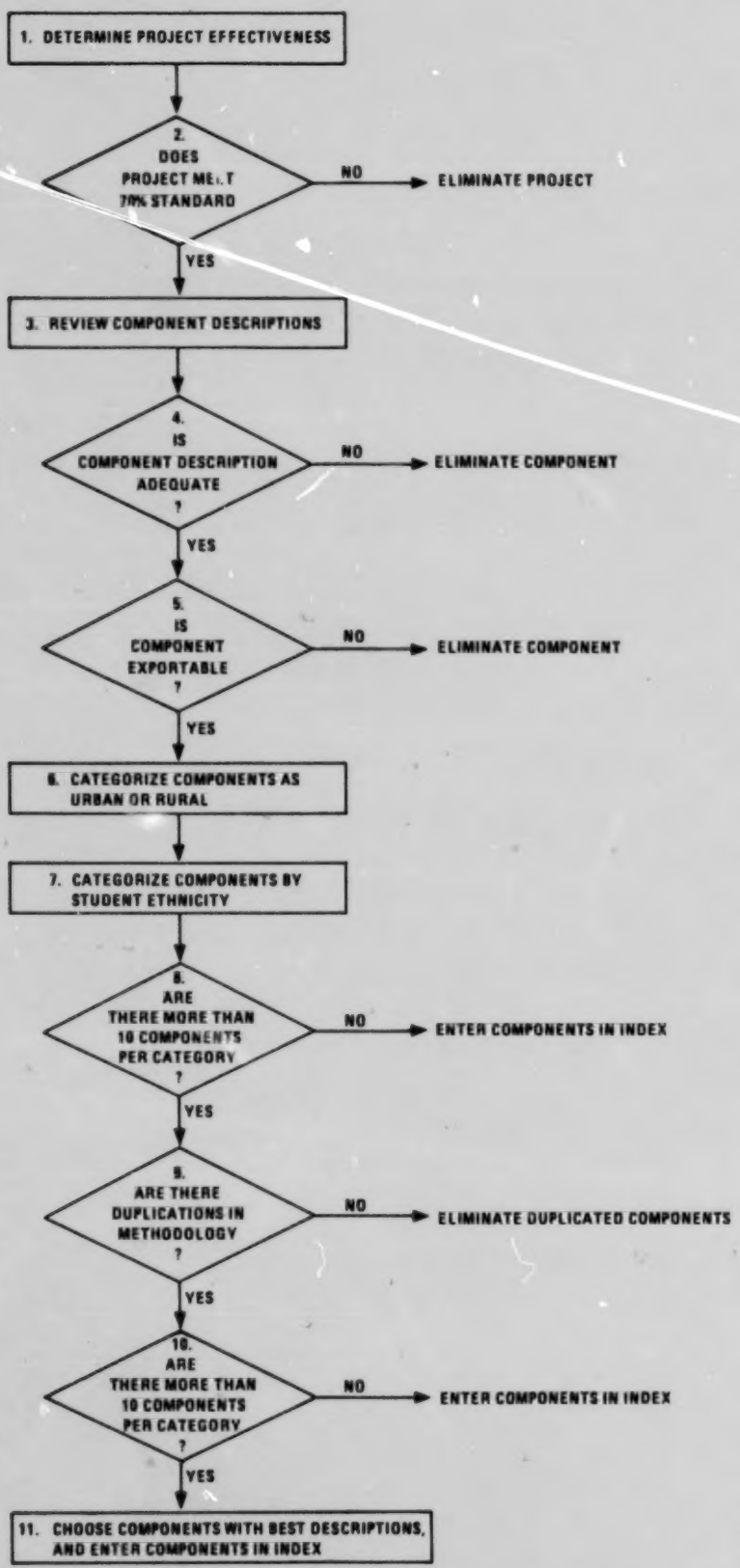
1. Determine the overall evidence of effectiveness of the project. For Upward Bound projects, 70% or more of the twelfth graders served by the project last year should have been accepted to a postsecondary institution. For Special Services projects, an average of 70% or more of the freshmen and sophomores served last year should have completed all coursework taken with a C grade or better.

2. Eliminate those projects that show less than 70% effectiveness.

3. Review the component descriptions for clarity and thoroughness. Content, methodology, duration, resources, and evaluation procedures should be clearly described.

4. Eliminate those components that are inadequately described.

STEPS TO BE TAKEN IN THE SCREENING AND SELECTION OF COMPONENTS FOR THE INDEX



5. Review the components for exportability. Personnel, space, facilities, and equipment required to implement the component must be generally available to those requesting information. Eliminate components that are not exportable.

6. Categorize the remaining component descriptions by urban and rural service areas. This information is provided by items 9 and 10 on the Project Information sheet.

7. Categorize urban and rural descriptions by the ethnic group predominately served. At least one component serving a predominately black population, one serving a predominately white population and one serving a predominately hispanic population will be included in each urban and each rural block.

8. Determine the number of candidate components remaining in each component category. If there are 10 or less, enter them in the Index.

9. If there are more than 10 candidates remaining per component category, review them for duplications in content and methodology. Choose those descriptions within urban/rural and ethnic group blocks that represent the greatest variation, and that are best written. Eliminate duplications.

10. Determine the number of candidate components remaining in each component category. If there are ten or less, enter them in the Index.

11. If more than 10 differently designed components remain per component category, and the urban/rural and ethnic requirements have been satisfied, review the entire group for clarity and detail of description. Choose those components that are described clearly and in the most detail for entry in the Index.

ENTRY OF COMPONENTS INTO THE INDEX

After all components have been screened and selected, they are entered into the Index of Existing Components according to the following procedures.

1. Determine that all identifying information on the Project Profile form is complete and correct.

2. Check that the FOR BUREAU USE ONLY box on the first page of the Project Profile is complete. A check should be made in the IN column for each component that is entered into the Index. Below is an example of a completed box (on the Upward Bound form). For this hypothetical project, all components were well written; however, the Needs Assessment component utilized the services of a large Bilingual Testing Center and was not considered exportable. Therefore, that component was not entered in the Index.

FOR BUREAU USE ONLY

E: 89%

Components	WW	EX	IN
Needs Assessment	yes	no	
Rem. Lang. Arts	yes	yes	✓
Remedial Math	yes	yes	✓
Support for High School Study	yes	yes	✓
PSE Orientation	yes	yes	✓
Guidance and Counseling/ Personal Development	yes	yes	✓

AR: urban

TP: hispanic

3. Check that the FOR BUREAU USE ONLY box on each Component Description is complete. Record the service area and target population served in this box. The information is available from the completed Project Information Sheet. The AR_____(or service area) designate allows the correct placement of each description in the Index. The TP_____ (or target population) designate allows present and future components serving any particular population to be placed together in the Index.

4. Put the component descriptions in the correct component categories and in the urban or rural section of each category.

5. Put the first page of the Project Profile in the Project Information section alphabetically.

6. Fill in the Index Summary Matrix according to the following instructions. Record the number of descriptions entered in the Index in the corresponding component categories by urban and rural service areas and by population served within service areas. This information will have been recorded in the FOR BUREAU USE ONLY box on each Component Description page. For example, if under Needs Assessment, there are 12 descriptions serving an urban black population, the number 12 should be recorded in the first upper left hand block of the Summary Matrix.

REMOVAL OF COMPONENT DESCRIPTIONS FROM THE INDEX

The Index of Existing Components will be updated at the beginning of each academic year. Project Directors will be requested to fill out and return to the Bureau a Project Profile form. The first page should reflect project information from the preceding year. The component descriptions will be completed only by Project Directors concluding their first year of operation, or by Project Directors who have changed or added components. Component data will

be processed as described above. At this time, old data will be removed from the Index according to the following criteria.

1. No Longer Funded. Component descriptions and the Project Information sheet should be removed for any project that has not been funded for the following year. It is assumed that the personnel of such a project would not be easily available for further contact.

2. Less than 70% Overall Effectiveness. Any previously-entered project data should be removed if that same project's overall effectiveness drops below 70% for the update period. Remove both the component descriptions and the Project Information sheet.

3. Outdated Component Descriptions. If an updated component description satisfies the entry criteria, remove the previously entered description. Replace the Project Information sheet with the updated version.

4. Updated Component Descriptions Do Not Satisfy Entry Criteria. If updated descriptions of previously entered components do not satisfy the entry criteria, the old description should be removed (e.g., a component now utilizes exotic equipment and is no longer exportable). The Project Information sheet should only be removed if all components of that project are removed.

After the Index has been completely updated, the matrix should be redone to reflect additions and deletions.

ATTACHMENT A

SUMMARY MATRIX

FOR

INDEXED COMPONENTS

INDEX OF EXISTING COMPONENTS - SUMMARY MATRIX

UPWARD BOUND

Demographic Characteristics		COMPONENT CATEGORIES					
		Needs Assessment	Remedial Lang. Arts	Remedial Mathematics	Support for H.S. Study	Postsecondary Education Orientation	Guidance Counseling/ Personal Development
URBAN	Black						
	White						
	Hispanic						
RURAL	Black						
	White						
	Hispanic						

Date compiled _____

The Summary Matrix indicates the number of component descriptions included in the Index in each component category by urban and rural service areas, and within service areas, by those that apply to populations that are predominately black, white or hispanic which are the three ethnic groups most frequently participating in Upward Bound programs.

Directions for use of the Summary Matrix

1. To determine which components are represented in the Index for each service area, find the urban or rural designation on the left hand side, and read across the matrix. The top section shows the number of urban descriptions serving black, white or hispanic populations. The lower section shows the number of rural descriptions serving black, white or hispanic populations.
2. To determine which service areas and which populations are included in each component category, read down the matrix in each component category column listed across the top.

INDEX OF EXISTING COMPONENTS - SUMMARY MATRIX

SPECIAL SERVICES

Demographic Characteristics		COMPONENT CATEGORIES				
		Needs Assessment	Skills Development	Counseling & Guidance	Career Planning	Financial Assistance
URBAN	Black					
	White					
	Hispanic					
RURAL	Black					
	White					
	Hispanic					

Date compiled _____

The Summary Matrix indicates the number of component descriptions included in the Index in each component category by urban and rural service areas, and within service areas, by those that apply to populations that are predominately black, white or hispanic which are the three ethnic groups most frequently participating in Special Services programs.

Directions for use of the Summary Matrix

1. To determine which components are represented in the Index for each service area, find the urban or rural designation on the left hand side, and read across the matrix. The top section shows the number of urban descriptions serving black, white or hispanic populations. The lower section shows the number of rural descriptions serving black, white or hispanic populations.

2. To determine which service areas and which populations are included in each component category, read down the matrix in each component category column listed across the top.

ATTACHMENT B

COMPONENT DESCRIPTION FORM

FOR BUREAU USE ONLY.
AR:_____
TP:_____

UPWARD BOUND PROJECT PROFILE
COMPONENT DESCRIPTION

Component: NEEDS ASSESSMENT

Objectives: To assess student needs in the areas of: mathematics skills; language arts skills; high school course work; study habits and skills; personal, social, and financial problems, for the purpose of curriculum planning and student placement in component activities.

LEVELS: SECONDARY

---

1. Institution:

2. Project Component Name:

3. Target Population:

4. Component Objective:

5. Content:

6. Methodology:

7. Duration/Frequency:

8. Resources: (Personnel)

(Materials)

9. Evaluation:

FOR BUREAU USE ONLY.
AR:_____
TP:_____

SPECIAL SERVICES PROJECT PROFILE
COMPONENT DESCRIPTION

Component: NEEDS ASSESSMENT

Objectives: To formulate an individualized intervention curriculum for each student based on his assessed needs in the areas of: basic skills, study skills and habits, career awareness, financial requirements, academic requirements, and maintenance of an acceptable Grade Point Average.

LEVEL: POSTSECONDARY

---

1. Institution:

2. Project Component Name:

3. Target Population:

4. Component Objective:

5. Content:

6. Methodology:

7. Duration/Frequency

8. Resources: (Personnel)

   (Materials)

9. Evaluation:

ATTACHMENT C

PROJECT INFORMATION SHEET

UPWARD BOUND PROJECT PROFILE

PROJECT INFORMATION SHEET

1. Institution _____ 2. Date _____

3. Project Director _____
(name) (project address) (phone)

4. Second contact _____
(name) (project address) (phone)

	Grade 10	Grade 11	Grade 12	Total
5. Total number of students served by the project last year	_____	_____	_____	_____

5a. Number of Bridge students served last year _____

6. Total number of 12th graders in the project accepted to postsecondary education last year _____

6a. Number of Bridge students accepted to postsecondary education last year _____

7. Funding source(s) for project _____

8. Per pupil expense last year _____

9. Check Location of Institution Urban Area _____ Rural Area _____

10. Location of students served # from urban communities _____ # from rural communities _____

11. Ethnic breakdown of students served last year

American Indian or Alaskan Native	Asian or Pacific Islander	Black/Negro	Caucasian/ White	Hispanic
_____	_____	_____	_____	_____

FOR BUREAU USE ONLY

E:_____

Components	WW	EX	IN
Needs Assessment	___	___	___
Rem. Lang. Arts	___	___	___
Remedial Math	___	___	___
Support for High School Study	___	___	___
PSE Orientation	___	___	___
Guid. & Couns./ Pers. Development	___	___	___

AR:_____

TP:_____

SPECIAL SERVICES PROJECT PROFILE

PROJECT INFORMATION SHEET

1. Institution _____ 2. Date _____

3. Project Director _____
(name) (project address) (phone)

4. Second contact _____
(name) (project address) (phone)

5. Number of students in project last year

Fresh.	Soph.	Junior	Senior	Graduate
_____	_____	_____	_____	_____

6. Fill in the number of project students in each class who completed all coursework taken with a C grade or better.

Fresh._____ Soph._____ Junior _____ Senior _____ Graduate _____

7. Funding source(s) for project _____

8. Per pupil expense last year _____

9. Check Location of Institution Urban Area _____ Rural Area _____

10. Location of students served # from urban communities _____ # from rural communities _____

11. Ethnic breakdown of students served last year

American Indian or Alaskan Native	Asian or Pacific Islander	Black/Negro	Caucasian/ White	Hispanic
_____	_____	_____	_____	_____

FOR BUREAU USE ONLY

E:_____

Components	WW	EX	IN
Needs Assessment	___	___	___
Skills Development	___	___	___
Counseling and Guidance	___	___	___
Career Planning	___	___	___
Financial Assistance	___	___	___

AR:_____

TP:_____

ATTACHMENT D

LETTER TO
PROJECT DIRECTOR

LETTER TO PROJECT DIRECTOR

Dear (project director),

The Bureau of Higher and Continuing Education is presently compiling an Index of Existing Components. This Index will be comprised of descriptions of Upward Bound and Special Services project components already being implemented in the field. The Index will be used as a reference guide by program officers who are frequently called upon to provide information and technical assistance to project directors and others who request aid in developing or modifying their project activities.

In order to compile this Index, the Bureau needs a detailed description of the components of your projects in addition to identifying information about project personnel and services. A PROJECT PROFILE form is enclosed for your convenience in supplying the needed information. Instructions for its completion are attached. Please fill it out and return it to _____ (Bureau office) _____ by _____ (date) _____.

A similar form will be sent to you each year so that the Index of Existing Components may be kept current. We hope that you will welcome this opportunity to share your ideas about component implementation, and will in turn be able to benefit from the ideas of others in the field.

Sincerely,

ATTACHMENT E

DIRECTIONS FOR COMPLETION

OF

UPWARD BOUND FORMS

DIRECTIONS FOR COMPLETION OF THE UPWARD BOUND PROJECT PROFILE FORM

The Upward Bound Project Profile form is composed of two parts: 1) the Project Information Sheet which is the first page of the form, and 2) Component Description pages for each component category.

Project Information Sheet

The Project Information Sheet provides identifying information about the project. It will be filed in the Project Information section of the Index of Existing Components. This section of the Index will be used by program officers to refer persons requesting assistance to the staff members of projects that interest them.

Please enter the following information on the Project Information Sheet.

1. Name of the institution that hosts the project.

2. Date that the form is completed.

3. Name, project address and phone number of the Project Director. This should be the project office, or wherever the Project Director may be readily contacted.

4. Name, project address and phone number of a second contact. This may be an associate or assistant director, or someone who is sufficiently knowledgeable about project activities to answer questions about their implementation.

5. The number of students served by the project during both the academic and summer phases of the last school year; e.g. if this form is being completed in September, count the students served by the project from

the previous September to the present. Those served in grades 10, 11, and 12 should add up to the total.

5a. The number of Bridge students served by the project last year.

6. The total number of 12th graders accepted to postsecondary education last year. This figure should include Bridge students.

6a. The number of Bridge students who were accepted to postsecondary education last year.

7. Funding source(s) for the project. Include the names of all agencies that contributed funds to the operation of the project last year. This information will give users of the Index some indication of the type and/or magnitude of funding required to implement components of the project.

8. Per pupil expense last year. Users of the Index may find it useful to know the financial implications of project implementation.

9. Check whether the host institution is located in an urban or rural area.

10. Enter the number of students served last year who live in urban communities and in rural communities.

11. Ethnic breakdown of students served last year. Enter the number of students served in each category.

Component Descriptions

The Component Description pages will be entered in the Index according to component categories that were derived from an analysis of the USOE regulations

for Upward Bound and Special Services. Each component name is followed by a list of its objectives. All project components with similar objectives to those listed should be described on the corresponding Component Description pages. Project components (e.g. Cultural Awareness or Staff Training) that do not correspond to the categories provided should not be described.

Please fill out each Component Description sheet according to the following instructions.

1. Institution: Enter name of the host institution.

2. Project Component Name: Specify activity or service.

3. Target Population: Specify total number of participants, grade level, racial breakdown in percentages, academic, economic or social needs and selection information.

   Example: Two hundred junior and senior year high school students (45% Black, 25% Puerto Rican, 12% Anglo, 13% American Indian, 5% Asian) from 3 urban schools; poverty or low-income families, achieving less than a 1.5 grade average, but with the potential and motivation for achievement as indicated by interviews, test scores, personal recommendation and interest in the program.

4. Component Objective: State objective of the component, specifying the type of activity or services and the academic or behavioral change, that will occur as a result of the activity.

   Example: To provide the remedial or tutorial assistance required by any participant in achieving a "C" or better in the mathematics classes required for High School graduation.

5. Content: Specify the activities required to achieve the component objective.

   Example: Small group peer tutoring in math instruction, self-instruction in math lab.

6. Methodology: Specify the assessment methods if applicable and the activities of the component required to achieve the objectives.

   Example: Following weekly assessment using staff designed math unit tests, students earning less than a "C" will be scheduled for one hour tutoring in the math lab for each hour of classroom instruction. The math teacher will conduct small group tutoring sessions in the math lab for 1/2 hour per day, with an additional 1/2 hour peer tutoring available to participants requiring additional assistance. Self-instruction materials coordinated with the math unit are available as required in the math lab.

7. Duration/Frequency: Specify the length of time in hours per week, total time per component. If one-time activity, specify time of year and duration.

   Example: Remedial and tutorial assistance is available as required by the individual for 1 hour per day during the 8-1/2 month academic year. Individual needs are determined by weekly unit assessment and tutoring is scheduled accordingly by the math teacher.

8. Resources: (Personnel) Specify the staff (including volunteers and part-time) required for the implementation of this activity.

   Example: For each school, the academic year tutoring and remediation requires 1 math teacher for 2 hours per day and for 1 hour per day,

six peer tutors selected from juniors and seniors achieving a "B" or better in Algebra I. Activities of the total of 3 math teachers and 18 peer tutors are supervised by the one-quarter time project math coordinator.

(Materials) Specify materials, facilities, and space required.

Example: Project staff designed unit tests, Introduction to Algebra (Jones), and Introduction to Algebra Self-Teaching Visual Program.

9. Evaluation: Specify the method of determining the effect of the component.

Example: The objective will be achieved if 90% of the program participants complete the mathematics requirements of the program with a "C" or better.

ATTACHMENT F

DIRECTIONS FOR COMPLETION

OF

SPECIAL SERVICES FORMS

DIRECTIONS FOR COMPLETION OF THE SPECIAL SERVICES PROJECT PROFILE FORM

The Special Services Project Profile form is composed of two parts: 1) the Project Information Sheet which is the first page of the form, and 2) Component Description pages for each component category.

Project Information Sheet

The Project Information Sheet provides identifying information about the project. It will be filed in the Project Information section of the Index of Existing Components. This section of the Index will be used by program officers to refer persons requesting assistance to the staff members of projects that interest them.

Please enter the following information on the Project Information Sheet.

1. Name of the institution that hosts the project.

2. Date that the form is completed.

3. Name, project address and phone number of the Project Director. This should be the project office, or wherever the Project Director may be readily contacted.

4. Name, project address and phone number of a second contact. This may be an associate or assistant director, or someone who is sufficiently knowledgeable about project activities to answer questions about their implementation.

5. The number of students in the freshman, sophomore, junior, senior, and graduate classes served by the project last year. Count those served during both the academic and summer phases.

6. The number of project students in each class who completed all coursework taken last year with a C grade or better. Do not include students who dropped courses or received an Incomplete.

7. Funding source(s) for the project. Include the names of all agencies that contributed funds to the operation of the project last year. This information will give users of the Index some indication of the type and/or magnitude of funding required to implement components of the project.

8. Per pupil expense last year. Users of the Index may find it useful to know the financial implications of project implementation.

9. Check whether the host institution is located in an urban or rural area.

10. Enter the number of students served last year who live in urban communities and in rural communities.

11. Ethnic breakdown of students served last year. Enter the number of students served in each category.

Component Descriptions

The Component Description pages will be entered in the Index according to component categories that were derived from an analysis of the USOE regulations for Upward Bound and Special Services. Each component name is followed by a list of its objectives. All project components with similar objectives to those listed should be described on the corresponding Component Description pages. Project components (e.g. Cultural Awareness or Staff Training) that do not correspond to the categories provided should not be described.

Please fill out each Component Description page according to the following instructions.

1. Institution: Enter name of the host institution.

2. Project Component Name: Specify activity or service.

3. Target Population: Specify total number of participants, university level, racial breakdown in percentages, academic, economic or social needs and selection information.

   Example: Two hundred first and second year university students (40% Black, 30% Puerto Rican, 22% Anglo, 5% American Indian, 3% Asian); poverty or low-income families, entering with less than a 2.0 grade average in high school but with the potential and motivation for achievement as indicated by interviews, test scores, personal recommendation and interest in the program.

4. Component Objective: State objective of the component, specifying the type of activity or services and the academic or behavioral change, that will occur as a result of the activity.

   Example: To provide the instructional or tutorial assistance required by any participant in achieving a "B" or better in the university level mathematics classes required for graduation.

5. Content: Specify the activities required to achieve the component objective.

   Example: Small group instruction and peer tutoring in university level math, self-instruction in math lab.

6. Methodology: Specify the assessment methods if applicable and the activities of the component required to achieve the objectives.

   Example: Following weekly assessment using staff designed math unit tests, students earning less than a "B" will be scheduled for one hour tutoring in the math lab for each hour of classroom instruction. The assistant math instructor for each class will conduct small group instruction in the math lab for 1/2 hour per day, with an additional 1/2 hour peer tutoring available to participants requiring additional assistance. Self-instruction materials coordinated with the math unit are available as required in the math lab.

7. Duration/Frequency: Specify the length of time in hours per week, total time per component. If one-time activity, specify time of year and duration.

   Example: Instruction and tutorial assistance is available as required by the individual for 1 hour per day during the university academic year. Individual needs are determined by weekly unit assessment and tutoring is scheduled accordingly by the assistant math instructor.

8. Resources: (Personnel) Specify the staff (including volunteers and part-time) required for the implementation of this activity.

   Example: The academic tutoring and remediation requires 1 assistant math instructor and six peer tutors for 1/2 hour per day each for all math classes in which the project participants are enrolled. Peer tutors are selected from university students who have completed the specific math course with a grade of "B" or better. Activities of the assistant math instructors and the peer tutors are supervised by the project academic coordinator.

(Materials) Specify materials, facilities, and space required.

Example: Project staff designed unit tests, Introduction to College Algebra (Smith), and College Algebra Visual Program.

9. Evaluation: Specify the method of determining the effect of the component.

Example: The objective will be achieved if 75% of the program participants complete the mathematics requirements of the program with a "B" or better.

ATTACHMENT G

UPWARD BOUND AND SPECIAL SERVICES
COMPONENT CATEGORIES

UPWARD BOUND COMPONENT CATEGORIES

Component	Objectives
1. Needs Assessment	• To assess student needs in the areas of: mathematics skills; language arts skills; high school course work; study habits and skills; personal, social, and financial problems, for the purpose of curriculum planning and student placement in component activities.
2. Remedial Language Arts (does not include assistance with high school course work)	• To improve (bring up to grade level) cognitive skills: reading speed, reading comprehension, grammar, syntax, vocabulary, spelling and writing. • To develop study habits related to language. • To improve grades as a by-product.
3. Remedial Mathematics (does not include assistance with high school course work)	• To improve cognitive skills: basic computation, algebra and geometry. • To develop study habits related to mathematics. • To improve grades as a by-product.

Component	Objectives
4. Support for High School Study (not remedial)	• To improve grades in any academic high school subject area in which the student is currently enrolled. • To develop study skills and habits.
5. Postsecondary Education Orientation	• To maintain an adequate rate of acceptance to postsecondary education. • To develop positive attitudes toward learning and further education.
6. Guidance and Counseling/ Personal Development	• To provide frequent counselor contact. • To improve self-perception of ability. • To improve motivation to achieve. • To develop positive attitudes toward the project, learning and further education. • To increase enrollment in academic curricula. • To maintain an adequate rate of acceptance to postsecondary education. • To develop skills in coping with parental disinterest and the negative influence of peers. • To reduce the interference of work with high school education.

SPECIAL SERVICES COMPONENT CATEGORIES

Component	Objectives
1. Needs Assessment	• To formulate an individualized intervention curriculum for each student based on his assessed needs in the areas of: basic skills, study skills and habits, career awareness, financial requirements, academic requirements, and maintenance of an acceptable Grade Point Average.
2. Skills Development	• To improve the student's ability to accomplish his academic and educational objectives. • To improve basic cognitive skills in mathematics: computation, algebra, and plane geometry. • To improve basic cognitive skills in language arts: reading speed and comprehension, vocabulary, grammar and syntax, written communication. • To improve study skills and habits. • To maintain an acceptable GPA.

Component	Objectives
3. Counseling and Guidance	• To improve the student's capacity to cope with himself, with those with whom he interacts, and with the societies in which he must function. • To develop positive self-perception of ability. • To develop the ability to cope with parental disinterest. • To develop positive attitudes to learning, further education, and project activities. • To maintain a low level of project-related delinquent behavior (e.g., tardiness). • To develop the ability to cope with institutional bureaucracy.
4. Career Planning	• To improve the student's ability to accomplish his academic and educational objectives through an awareness of available fields of study and related careers.
5. Financial Assistance	• To improve the student's ability to accomplish his academic and educational objectives through assistance in obtaining financial aid.

APPENDIX

A PROTOTYPE INDEX OF EXISTING COMPONENTS

A

INDEX OF EXISTING COMPONENTS - SUMMARY MATRIX

UPWARD BOUND

Demographic Characteristics		COMPONENT CATEGORIES					
		Needs Assessment	Remedial Lang. Arts	Remedial Mathematics	Support for H.S. Study	Postsecondary Education Orientation	Guidance Counseling/ Personal Development
URBAN	Black	4	3	4	2	2	4
	White						
	Hispanic		1			1	1
RURAL	Black						
	White				1		
	Hispanic		1				

Date compiled November 1977

The Summary Matrix indicates the number of component descriptions included in the Index in each component category by urban and rural service areas, and within service areas, by those that apply to populations that are predominately black, white or hispanic.

Directions for use of the Summary Matrix

1. To determine which components are represented in the Index for each service area, find the urban or rural designation on the left hand side, and read across the matrix. The top section shows the number of urban descriptions serving black, white or hispanic populations. The lower section shows the number of rural descriptions serving black, white or hispanic populations.

2. To determine which service areas and which populations are included in each component category, read down the matrix in each component category column listed across the top.

FOR BUREAU USE ONLY.
AR: Urban
TP: White

UPWARD BOUND PROJECT PROFILE
COMPONENT DESCRIPTION

Component: NEEDS ASSESSMENT

Objectives: To assess student needs in the areas of: mathematics skills; language arts skills; high school course work; study habits and skills; personal, social, and financial problems, for the purpose of curriculum planning and student placement in component activities

LEVEL: SECONDARY

Institution: Wesleyan University, Middleton, Conn.

Project Component: Assessment

Target Population: 90-92 participants from six middle schools, grades 9-12; low-income, under-achievers, 50% Anglo, 30% Black, 20% Puerto Rican.

Objective of Assessment: To diagnose the academic strengths and weaknesses of program participants, which will result in individualized summer and academic year programs designed to remediate and prevent academic deficiencies, enrich educational experiences and prepare for educational success.

Content: Academic testing, teacher/advisor assessment.

Methodology: Assessment of a participant's potential for success as well as academic and motivational needs is ongoing and occurs both formally with standard assessment instruments and informally with parent-participant-faculty interviews. Each entering group receives the Comprehensive Test of Basic Skill (McGraw-Hill, skills assessment in Math, Reading, Social Studies, and Science) to determine overall remedial needs. Specific remedial needs are determined by project staff designed pre-test in

subject areas. Self-concept is measured with Test of Efficacy (Rotter) and Self-Esteem Inventory (Rosenburg). Following the assessment, a parent-teacher-participant interview is scheduled during which a general corrective action plan is devised.

Assessment in the student's progress towards meeting college entrance requirements in English and Math occurs during the school year and uses the English and Math Sections of the Scholastic Achievement Test or the Preliminary Scholastic Achievement Test. All students form contracts with their instructors for subject-specific assessment as well as achievement assessment throughout both the academic year and the summer session.

Duration/Frequency: CTBS is given to each entering group to determine remediation requirements. No post-test indicated. PSAT is given at the beginning of each summer session to all program participants. Individual evaluation within subject area occurs during academic year while Self-Concept Assessment is part of participant entry activity.

Resources: (Personnel) High School Testing Services; project personnel (not specified).

(Materials) Commercially published (PSAT, SAT, etc) and project staff made subject-area instruments.

Evaluation: All students will complete every assessment activity at appropriate level in anticipation of meeting post-secondary entry requirements as well as achieving SAT composite scores of 750-800.

FOR BUREAU USE ONLY.
AR: Urban
TP: Black

UPWARD BOUND PROJECT PROFILE
COMPONENT DESCRIPTION

Component: NEEDS ASSESSMENT

Objectives: To assess student needs in the areas of: mathematics skills; language arts skills, high school course work; study habits and skills; personal, social, and financial problems, for the purpose of curriculum planning and student placement in component activities.

LEVEL: SECONDARY

Institution: University of South Florida, Tampa, Florida

Project Component: Assessment

Target Population: 160 participants (ethnic mix not specified, but is within 10% of the racial mix of eligible population), low-income families mostly urban, many from broken homes, tenth grade or above, with some indication of potential for success in post-secondary school.

Objective of Assessment: To serve as a diagnostic analysis of the students' academic strengths and weakness at the time of entry into the program (which results in determining requirements for the enhancement of his academic performance) and to serve as a means of reporting and recording the student's academic progress.

Content: Academic testing

Methodology: Assessment of capabilities determines the individual instruction needs during both the initial remedial activities and the on-going class-work. Upon selection, each participant is tested in English (Stanford Achievement), Reading (Nelson-Denny), Math (Wide Range Achievement Test and Metropolitan Achievement Rest) and specific high school subjects

using project staff designed instruments. Study skills are determined with the Study Habits Skills Test.

The overall assessment establishes the general needs of the participant and results in determining the individualized program to correct deficiencies. Extensive unit tests have been designed by the staff to determine individual progress in specific subjects and are administered weekly. Staff designed progress instruments are used with the unit tests accompanying self paced instruction and are used to determine tutorial needs. Detailed records of all assessment activities remain with the student's folder and are used as motivators and confidence builders. Frequent assessment is considered not only essential to determining needs and measuring progress, but preparatory for the College Admissions testing experience.

Duration and Frequency: Pre-test and post-test for each semester using standardized tests. Frequent use of project staff designed subject-area test are considered essential to program. Most students are tested at least weekly at subject area level to determine tutorial needs. On-going testing is considered essential not only to determine progress to the instructor, but to indicate achievement to the participant. Testing is scheduled for two of the 25 weekly sessions during the academic year.

Resources: (Personnel) All staff participate in ongoing assessment. Project staff administers pre-test post-test activities and maintain assessment records.

(Materials) Commercially published achievement tests and subject area tests designed by project instructors.

Evaluation: All students are expected to participate in both pre- and post-test activities.

FOR BUREAU USE ONLY.
AR: Urban
TP: Black

UPWARD BOUND PROJECT PROFILE
COMPONENT DESCRIPTION

Component: NEEDS ASSESSMENT

Objectives: To assess student needs in the areas of: mathematics skills; language arts skills; high school course work; study habits and skills; personal, social, and financial problems, for the purpose of curriculum planning and student placement in component activities.

LEVEL: SECONDARY

Institution: University of Chicago, Chicago, Ill.

Project Component: Assessment

Target Population: 85 participants (30 Seniors, 30 Juniors and 25 Sophomores) from low-income, minority families with fair-to-poor grades, potential drop-outs but with some athletic or academic potential.

Objective of Assessment: To assess the existing academic and motivational level of the students and determine the needs of the individual in these two areas which will be required for his participation in postsecondary education. Remedial and tutoring programs are determined from the assessment results.

Content: Academic and Motivational Testing

Methodology: Assessment is considered to be not only vital to determining the individual academic needs but of equal value in indicating the possible long-term goals for the student. Among the early activities of the project is a full needs assessment component, including Iowa Test of Educational Development (forms Z-5 and Y-5), Stanford Diagnostic and

Achievement, National Educational Development test, SRA College Guidance Test, Kuder Interest Survey, and the Preliminary Scholastic Aptitude Test.

Following completion of the overall assessment, a conference is arranged and includes the student and the parents, the project counselor, the academic advisor, and, if possible, the counselor of the participating high school. Assessment results are discussed, career possibilities are presented, and a course of action is agreed upon by the group. On-going assessment is shown to be vital to the individual's progress as well as determining his limitations. Pre-, interim, and post-tests are scheduled as part of the program activities for all participants and provide the basis for on-going counseling and guidance.

Duration and Frequency: Pre-program, interim and post-program testing for all participants in the academic skills area. NEDT, SRA College Guidance, Kuder Interest Survey and PSAT (both practice and competitive) are administered at nationally prescribed intervals.

Resources: (Personnel) All assessment is provided as a component of the counseling and guidance program of the Pilot Enrichment Program (PEP). Staff not specified, but target school personnel (liaison counselors) cooperate in the evaluation.

(Materials) Commercially published instruments.

Evaluation: All PEP students will participate in overall assessment upon entry. Assessment is based on High School Grade Point Average, attendance, test scores, extra-curricular involvement and teacher/ counselor evaluations. All Upward Bound students will participate in PSAT, SAT and ACT assessment.

FOR BUREAU USE ONLY.
AR: Urban
TP: Black

UPWARD BOUND PROJECT PROFILE
COMPONENT DESCRIPTION

Component: NEEDS ASSESSMENT

Objectives: To assess student needs in the areas of: mathematics skills, language arts skills; high school course work; study habits and skills; personal, social, and financial problems, for the purpose of curriculum planning and student placement in component activities.

LEVEL: SECONDARY

Institution: Marquette University, Milwaukee, Wisconsin

Project Component: Assessment

Target Population: 130 participants (82% Black, 3% Chicano, 14% Puerto-Rican, 2% American Indian) below average achievement in reading and math, below 2.5 GPA, "high-risk" students from low-income families presently enrolled in high school curricula offering little preparation for post-secondary education.

Objective of Assessment: To identify the academic strengths and weaknesses of each entering student and provide a coordinated package of instructional materials with supplementary activities based on diagnosed needs; implement the activities through an individualized contract system with on-going assessment.

Content: Academic testing

Methodology: All entering participants are scheduled for a general assessment in June of the year previous to program entry. The entry assessment instruments include Iowa Selected Reading test (reading), California Test of Basic Skills (reading), Marquette Criterion Reference Mathematics

Test, National Assessment of Educational Progress Writing Sample, and the Marquette Study Skills Profile.

Assessment of existing skills and abilities leads to the development of an Index Rating of Basic Skills. The Index Rating of all applicants is used to determine potential of the applicants and in the participant selection process. Category tests (specifically designed by the university) are administered to both General Program applicants and pre-Engineering and pre-Health applicants. However, those students selected for the pre-professional program subsequently are assessed using Raven's Progressive MATRICES (pre-Engineering) or the Science Vocabulary of the Diagnostic Reading Test (pre-Health).

Duration/Frequency: All applicants complete general assessment during the Summer Quarter (June) of the year previous to entering program, with Math and Reading assessment in December. Engineering applicants complete assessment instruments in Spring Semester (March) of entering year. Pre-Health applicants complete assessment instrument in Winter Semester (January) of entering year. On-going assessment occurs at the completion of each semester, using the same instruments as a post-test.

Resources: (Personnel) Associate Director for Instructional Support holds responsibility for all assessment and diagnostic activities. Associate Director for Research and Evaluation administers all assessment activity.

(Materials) Commercially published instruments and university designed Marquette Criterion Referenced Mathematics Test, and Marquette Study Skills Profile.

Evaluation: All entering students will complete general assessment. Pre-Engineering and Pre-Health participants must complete specific assessment relevant to their field.

UPWARD BOUND PROJECT PROFILE
COMPONENT DESCRIPTION

FOR BUREAU USE ONLY.
AR: Urban
TP: Black

Component: REMEDIAL LANGUAGE ARTS (does not include assistance with high school course work)

Objectives: To improve (bring up to grade level) cognitive skills: reading speed, reading comprehension, grammar, syntax, vocabulary, spelling and writing; to develop study habits related to language; to improve grades as a by-product.

LEVEL: SECONDARY

Institution: University of South Florida, Tampa, Florida

Project Component: Remedial Language

Target Population: 160 participants, (Ethnic mix not specified, and although predominantly Black, is within 10% of the racial mix of eligible population), low-income families most urban, many from broken homes, tenth grade or above, with some indication of potential for success in post-secondary school.

Objective of Language Remediation: To provide diagnosis and remediation in language skills through instruction and practice in word attack, comprehension, vocabulary skills and reading rate. The English component is specifically designed to improve existing verbal and written communication skills.

Content: Remedial Reading Skills Services and Language (Communication) Skills, Study Skills.

Methodology: Assessment and diagnosis of remedial language needs are determined with Nelson-Denny and the English Section of the Stanford Achievement Test. Reading and Study Skills Center offers non-credit classes in

remedial reading with emphasis on establishing a desirable reading rate and the techniques of utilizing the participants' newly-developed reading skills essential to improving study skills. Students participate in small group tutoring (approximately 5 students per tutor) sessions with instruction and drill in vocabulary, analogies, antonyms, synonyms and grammar rules. Remedial skills are reinforced with practice in writing research papers, and creative prose in formal English. When possible, individualized remedial instruction is correlated with other course materials. Students receive both group tutoring and individualized instruction.

All students in Remedial Language receive instruction in operating instructional equipment and may use the resource center during non-class time. Progress is measured by weekly testing during both summer and academic year.

Duration and Frequency: One tutorial class in remedial language (50 minutes) per week for 20 of 25 weeks during the academic year, with two orientation sessions, two evaluation sessions and a field trip to another post-secondary institution. Summer sessions are minimally four one-hour sessions per week for six weeks, with supplementary individualized instruction and concentrated tutoring sessions available at the Project Training Center or area centers at two local colleges. A two-hour mid-week counseling session correlates counseling with language and math remediation.

Resources: (Personnel) The Language Remediation Program is administered by the Curriculum Coordinator who is responsible for curriculum, tutoring schedule, material and equipment. Tutoring services in Language Remediation is operated by the Project Learning Center Supervisor, who tutors as well as supervises tutoring activities (including staff training) and coordinates remedial activities with counseling/guidance program.

Resident language tutors (as required, approximately 10 available) are upper-division students working under the direction of the Project Learning Center supervisor.

(Materials) Project Learning Center equipment includes 8 Craig readers, 3 Shadow Scope Pacers with appropriate commercially available tapes, and program materials. Words are Important (H.C. Hardwick, Hammond Inc., Maplewood, N.J., 1963) is considered essential basic text in remedial language skills, although a wide selection of commercially available kits and manuals are available to the participant. How to Study (H. Maddox) is used as basic text for all remedial classes.

Evaluation: All students will successfully complete the S.A.T. English requirement and demonstrate one year's growth in reading rate, vocabulary, and comprehension. All participating summer students will achieve the language skills required for acceptance into a postsecondary institution.

FOR BUREAU USE ONLY.
AR: Urban
TP: Black

UPWARD BOUND PROJECT PROFILE
COMPONENT DESCRIPTION

Component: REMEDIAL LANGUAGE ARTS (does not include assistance with high school course work)

Objectives: To improve (bring up to grade level) cognitive skills: reading speed, reading comprehension, grammar, syntax, vocabulary, spelling and writing; to develop study habits related to language; to improve grades as a by-product.

LEVEL: SECONDARY

Institution: Cranbrook School, Bloomfield Hills, Michigan

Project Component: Remedial Language

Target Population: Sixty minority male students (selected from 8 participating urban high schools in grades 9 to 12) who are considered disadvantaged by reason of educational circumstances, environmental conditions and academic limitations but with a recognizable capability for realizing eventual success in higher education.

Objective of Language Remediation: To improve the reading rate of all participants by one grade level during the academic year program.

Content: Remedial Language Skills; Reading and Writing.

Methodology: Assessment of English skills occurs shortly after acceptance into the program. The Cooperative English Test, Form 2A and 2B (measuring grammar, punctuation, spelling, diction and sentence structure) and the Gates-MacGinitie Diagnostic Reading Test (Measuring Vocabulary and Comprehension) are used for both pre- and posttest assessment. Individualized remedial language programs are developed from the assessment results. Generally, students are grouped into small classes but intensive one-

to-one tutoring is available. It is believed that the small group instruction creates self-motivation and commitment especially when the small group utilizes "learning hardware". Students live on campus during summer session and make 24 tutorial visits to the campus (in support of their "home" school classes) during the academic year.

Duration/Frequency: Three Saturdays per month during academic year (Oct-May). Number of hours for remedial language per Saturday not specified. Summer program is residential and runs from June through August, with classes of 50 minutes per day.

Resources: (Personnel) Seven high school teachers (including four master teachers) in Remedial Language (Reading and English) participate in both the summer and academic year and work under the direction of the department chairman. The four master teachers provide remediation in reading and English and are assisted by teaching interns (four or more) from a local university during the academic year.

(Materials) Commercially available materials, including: SRA American Album Kit, Reading Practice Program (Harcourt, Brace, Jovanovich), Specific Skills Series, Basic Reading Skills workbook, Scholastic Action Library Series, Craig Reading Improvement Series, EDL Controlled Reading Program, Reading for Understanding, Reading for Concepts, Roots for Success in Vocabulary Building, Checkered Flag Series, Vocabulary Teasers and Words Games and a variety of writing manuals and guides including WRITE NOW! (Learning Trends) and The Writers Handbook (Laidlaw).

Evaluation: All students will indicate a one-year growth in reading and language as a result of pretest/posttest scores using the Gates-MacGinitie Reading Test and English Expression, Form 2A.

FOR BUREAU USE ONLY.
AR: Urban
TP: Black

UPWARD BOUND PROJECT PROFILE
COMPONENT DESCRIPTION

Component: REMEDIAL LANGUAGE ARTS (does not include assistance with high school course work)

Objectives: To improve (bring up to grade level) cognitive skills: reading speed, reading comprehension, grammar, syntax, vocabulary, spelling and writing; to develop study habits related to language; to improve grades as a by-product.

LEVEL: SECONDARY

Institution: Marquette University, Milwaukee, Wisconsin

Project Component: Remedial Language

Target Population: 130 participants (82% Black, 3% Chicano, 14% Puerto Rican, 2% American Indian) below average achievement in reading and math, below 2.5 GPA, "high-risk" students from low-income families presently enrolled in a high school curricula offering little preparation for postsecondary education.

Objective of Language Remediation: To ensure that a minimum of 70% of the graduating students participating in the program are reading at the level of comprehension required for acceptance into and success in the entry level year at a postsecondary institution and a minimum of 70% performing adequately in written use of standard English.

Content: Remedial language and remediation in written Standard English.

Methodology: Assessment using California Test of Basic Skills (Reading) and National Assessment of Education Program, Writing Sample, administered as pre- and posttest. Individualized programs are designed for participants, students are grouped in "similar needs" classes of eight students with one

university instructor, and one instructor aide. Progress is measured through project staff designed mastery test. Post-testing occurs at end of term using the pre-test instruments.

Duration and Frequency: Assessment occurs in late May (for six-week summer component), and early October (for academic year) for all participants. Summer sessions in language remediation are scheduled for 4½ hours per week for three weeks, with additional individualized instruction as required by the participant.

Academic year sessions for language remediation include 1½ hours per week instruction in reading, and 1½ hours per week in writing. Students return to the university campus twice during the week for the two remedial sessions. Supplementary tutoring is available as required by the individual.

Resources: (Personnel) The Associate Director of Instructional Support is responsible for all phases of Language Remediation. A reading specialist and a writing specialist (approximately half-time employees) instruct the classes and supervise the activities of seven part-time tutors. University students are employed as tutors.

(Materials) Commercially available remedial materials including Activities for Reading Improvement Series (Steck - Vaughn Co.), Be A Better Reader Series (Prentice-Hall), SRA College Reading Program, and Controlled Reading Series 100, Basic Adult (Educational Development Laboratories).

Evaluation: Seventy percent of the program participants will perform at college entry level language skills.

FOR BUREAU USE ONLY.
AR: Urban
TP: Hispanic

UPWARD BOUND PROJECT PROFILE
COMPONENT DESCRIPTION

Component: REMEDIAL LANGUAGE ARTS (does not include assistance with high school course work)

Objectives: To improve (bring up to grade level) cognitive skills: reading speed, reading comprehension, grammar, syntax, vocabulary, spelling and writing; to develop study habits related to language; to improve grades as a by-product.

LEVEL: SECONDARY

Institution: Weber State College, Ogden, Utah

Project Component: Remedial Language

Target Population: Sixty-five "high-risk" disadvantaged students from deprived educational, cultural, or economic backgrounds who have been identified as having academic potential but lacking motivation and academic preparation. Racial composition is approximately 18% American Indian, 41% Chicano, 18% Black, and 23% Anglo.

Objective of Language Remediations: To improve the students' reading rate by 12 months, and increase the students' score on a Standardized English test by 12 months during the Summer Residential Component. Academic year program is to be supportive of regular high school class work.

Content: Remedial tutoring in Reading and Communication, structured tutoring labs.

Methodology: Assessment of language abilities and deficiencies, using the Woodcock Reading Mastery Test, occurs during the first general meeting of the Summer participants. Following assessment, each student participates in the Structured Tutoring Reading Lab or Structured Tutoring Communication

Lab. The laboratory offers one-to-one tutoring and instruction based on mastery learning. Instructions are given to each tutor in the proper use of the psychological principals of learning such as positive feedback and learning reinforcement. Procedures are provided for making systematic mastery checks to ensure the student has mastered a specific concept before he advances to the next step in the sequence of instruction. Systematic review is built into the sequence to ensure that each student has mastered the material or unit. Three units of high school credit can be earned by completion of the academic requirements of the summer session.

Duration and Frequency: Summer Session participants spend a three-hour block of time four days a week for six weeks in the Structured Laboratory. Of the total 72 hours of tutoring, 60 sessions of 35 minutes each are scheduled for reading, and 30 sessions of 45 minutes each are scheduled for Writing and Oral Communications. Following the summer sessions, participants return to the university twice a month for "workshop" (which may include any required language remediation) designed primarily as motivators for postsecondary education.

Resources: (Personnel) The Tutor Coordinator is responsible for tutoring staff selection, staff training, and tutoring services within the academic departments. Tutors are selected from Junior and Senior students of the college and reflect the ethnic mix of the participants. Seven tutors and six instructors are employed in the academic tutoring program. The number assigned to Language Remediation is not specified.

(Materials) Not specified; no materials list; no budget for materials in proposal.

Evaluation: All students will have an accuracy rate of 90% on all performances in the Reading Lab, and demonstrate one or more years growth on the reading criteria test.

UPWARD BOUND PROJECT PROFILE
COMPONENT DESCRIPTION

FOR BUREAU USE ONLY.
AR: Rural
TP: Hispanic

Component: REMEDIAL LANGUAGE ARTS (does not include assistance with high school course work)

Objectives: To improve (bring up to grade level) cognitive skills: reading speed, reading comprehension, grammar, syntax, vocabulary, spelling and writing; to develop study habits related to language; to improve grades as a by-product.

LEVEL: SECONDARY

Institution: Interamerican University, San Juan, Puerto Rico

Project Component: Remedial Language

Target Population: One hundred twenty bilingual students (with skills greater in Spanish than English) from low-income semi-rural families, academically handicapped because of limited English but with the academic potential for entry into a post-secondary institution as indicated by grades, interest and motivation.

Objective of Language Remediation: To provide remedial and supportive services in English language for students who would not be able to meet the language requirements in post-secondary institutions, and to develop specific literal and interpretive skills that assure English language fluency.

Content: Vocabulary building, reading rate development, grammar, sentence structure and pronunciation.

Methodology: Following individual assessment of English language skills (using California Achievement Test, SRA Placement (Level A) and R.F.U. Placement as well as instructor interviews), each student negotiates a

performance contract with the project instructor at his home school. The contract is usually initiated at a step lower than that of the student's actual ability in order to insure initial success. Three similar ability groups (ranging from some fluency to minimal English) are subsequently divided into smaller tutorial groups of 10-15 and receive group instruction from the language specialist. Subsequently, the students work individually on the contracts, with the assistance of the reading tutors as needed. The program is a highly individualized self-instructional system using project staff designed or modified materials. Frequent monitoring and tutoring assure progress through the institutional levels and provides the opportunity to redirect, advance, or delay the student during the mastery process. Close contact is maintained by the language specialist with the classroom teachers to determine the degree of the student's application of his language skills and to detect any language skills needing greater attention.

Duration/Frequency: The duration of the language remediation program is determined by the need of the individual. The participating high school faculty cooperates with the reading center supervisor in determing frequency. In most cases, students spend minimally three hours per school week with an additional 2-3 hours scheduled every Saturday morning during the academic year. During the summer session, language remediation is scheduled for 1½ hours every morning during the six-week session.

Resources: (Personnel) One master teacher (language specialist) at each site supervises the activities of 2-4 reading tutors (frequently selected from previous participants presently attending the university during the academic year) and is responsible for all language remediation. As instructors in a coordinated secondary and post-secondary program, the master teachers direct not only the language remediation at the high school level, but participate in the summer language skills development program at the university level.

(Materials) Approximately 100 specific skills units has been designed by the Language Laboratory staff. The units are interchangeable and are used to form student contracts of varying degrees of complexity or to provide remediation in specific language needs. Laboratory materials include S.R.A. Multi-Level Reading Kit, Reading for Concepts (Level A and B), EDT Controlled Readers and commercially available materials modified for use by the project staff. As a coordinated program, all university language materials and facilities are made available to language teachers in participating high schools. An extensive remedial language library is maintained for the use of the classroom teacher and the Reading Center assists in developing supportive language skills programs for use in the non-remedial classwork.

Evaluation: All students will achieve a minimum score of 70% in language skills as measured by a standardized test, with 95% of the participants earning a "B" or better in English.

FOR BUREAU USE ONLY.
AR: Urban
TP: Black

UPWARD BOUND PROJECT PROFILE
COMPONENT DESCRIPTION

Component: REMEDIAL MATHEMATICS (does not include assistance with high school course work)

Objectives: To improve cognitive skills: basic computation, algebra and geometry; to develop study habits related to mathematics; to improve grades as a by-product.

LEVEL: SECONDARY

Institution: Cranbrook School, Bloomfield Hills, Michigan

Project Component: Remedial Mathematics

Target Population: 60 minority male students (selected from 8 urban high schools in grades 9-12) who are considered disadvantaged by reason of educational circumstances, environmental conditions and academic limitations, but with a recognized capability for reaching eventual success in higher education.

Objective of Math Remediation: To improve the students' mathematics ability by at least one grade level during the academic year, and to develop the math skills required in a college preparatory program.

Content: Remedial Mathematics and High School Math Tutorial Program.

Methodology: Assessment for remedial math occurs previous to the Summer Session and uses the Stanford Achievement High School Numerical Competence Form "W".

A Math games approach is used to gain interest and establish a "math-confidence" pattern with newly selected participants. A small computer (used to stimulate interest and develop an appreciation for math skills)

stresses non-numerical computing, machine language and symbolic programming. Small group instruction in mathematics is offered, with individualized tutoring programs supporting the group instruction.

During the academic year, participating students return to the campus for three Saturdays every month from October through May. Small group tutoring is available in algebra, geometry, trigonometry and beginning calculus and is supportive of the participant's home high school math class.

Duration/Frequency: During the academic year, mathematics tutoring and remediation is scheduled on an "as-needed" basis and is available three Saturday mornings of every month from October through May. Number of hours for remedial and support mathematics per Saturday is not specified.

Summer program is residential and runs from June through August. Remedial mathematics classes are scheduled for 50 minutes per day for six weeks, and are part of the overall academic remediation program.

Resources: (Personnel) Three master teachers in mathematics (under the direction of the Math Department Chairman) and three college intern-tutors during summer session on campus. The winter program is primarily tutorial and all activities are conducted on-campus by the mathematics department full-time staff.

(Materials) Commercially available and teacher designed assessment instruments as well as introductory texts such as Key to Algebra (Peter Rasmussen), School Mathematics and Geometry (Anderson, Garon, Gremillion), First Course in Geometry (Mallory, Meserve and Skeen), and Concepts of Geometry (Ron Grossman). A small commercially available computer is used as part of the interest building and "math confidence" techniques.

Support tutoring during the academic year utilizes home-high school textbooks.

Evaluation: All students will improve grade level math scores by one year.

FOR BUREAU USE ONLY.
AR: Urban
TP: Black

UPWARD BOUND PROJECT PROFILE
COMPONENT DESCRIPTION

Component: REMEDIAL MATHEMATICS (does not include assistance with high school course work)

Objectives: To improve cognitive skills: basic computation, algebra and geometry; to develop study habits related to mathematics; to improve grades as a by-product.

LEVEL: SECONDARY

Institution: University of South Florida, Tampa, Florida

Project Component: Remedial Math

Target Population: 160 participants, (Ethnic mix not specified, and although predominantly Black, within 10% of the racial mix of eligible population), low-income families mostly urban, many from broken homes, tenth grade or above, with some indication of potential for success in post-secondary school.

Objective of Math Remediation: To assist the student in developing proficiency in mathematics and provide supportive service in his regular high school math classes.

Content: Remedial math and math tutoring

Methodology: After individual assessment using the Wide Range Achievement Test (usually administered in September) and a project staff designed math test to determine specific remedial need, each student is assigned to a small tutorial group (8-10 students) for 50 minutes per week for twenty-eight weeks. Participant's initial math remediation is usually in an area where it has been determined that he has some experience and can succeed. The initial success experience gives the student some

self-confidence and reduces his "math anxiety". For students needing math remediation exceeding the scheduled small group sessions, individual remedial programs are prepared and individual tutoring is scheduled in conjunction with self-paced learning systems. Specific math remediation is given in math study facts, real and complex number systems, linear equations, special products, factors, roots and radicals. At-level tutoring and remediation is available for Algebra I and II, Geometry and Trigonometry, which the student is taking at his home high school. All students in Remedial Math receive instruction in operating instructional equipment and may use the resource center for self-paced learning during non-class time. Progress is measured by project staff designed weekly testing during both summer and academic year.

Duration/Frequency: Small remedial groups are scheduled for 50 minutes per week for 28 weeks during the academic year and 50 minutes per day for four days during the six weeks summer session. Individual tutoring by appointment is available as needed at the Project Learning Center or Area Centers at two local colleges during the academic year.

Resources: (Personnel) The Mathematics Remediation Program is administered by the Curriculum Coordinator who is responsible for curriculum, tutoring schedule, material and equipment. Tutoring services in Mathematics Remediation are operated by the Project Learning Center Supervisor, who tutors as well as supervises tutoring activities (including staff training) and coordinates remedial activities with counseling/guidance program. Resident Mathematics tutors (as required, approximately 10 available) are upper-division students working under the direction of the Project Learning Center supervisor.

(Materials) Learning Center equipment includes 8 Craig readers, 3 E.P.L. readers, 3 Shadow Scope Pacers with appropriate commercially available

tapes and program materials. Remedial Math materials including Algebra Refresher , MAST Teaching System (Self-Tutoring), and MAST Individually Paced Program in Mathematics. Support tutoring uses class texts as determined by the participating high school.

Evaluation: All students will achieve a "C" or better in the math class appropriate to their grade level.

FOR BUREAU USE ONLY.
AR: Urban
TP: White

UPWARD BOUND PROJECT PROFILE
COMPONENT DESCRIPTION

Component: REMEDIAL MATHEMATICS (does not include assistance with high school course work)

Objectives: To improve cognitive skills: basic computation, algebra and geometry; to develop study habits related to mathematics; to improve grades as a by-product.

LEVEL: SECONDARY

Institution: Wesleyan University, Middleton, Conn.

Project Component: Remedial Math

Target Population: 90-92 participants from six urban middle schools, grades 9-12; low-income, under-achievers, 50% Anglo, 30% Black, 20% Puerto Rican.

Objective of Math Remediation: To assist the student in achieving one year's growth in math and achieving a "C" or better in any high school math class.

Content: Math remediation and tutorial support for high school math classes.

Methodology: Assessment of individual math remediation need is accomplished using the Comprehensive Test of Basic Skills (McGraw-Hill). Following the assessment and during the participants first summer session, the participants are assigned to one of three small study groups or teams. Two senior math teachers and their assistants (tutors) are responsible for the math program and report to the program supervisor. Using individualized math program contracts (designed by the teacher as a result of the assessment and designated as Learning Activity Packets) but working in small groups, the student is individually monitored by the two math specialists employed by the Instructional Resource Center. Progress

reports are prepared weekly and provide the basis for the planning of the next individualized remedial math contract. During the academic year (and usually under the supervision of the same math teacher with whom the student had worked during the summer) the student continues any required remediation and receives tutoring in high school math. The home school teacher submits bi-weekly progress reports to the project office. Tutoring occurs at the home school on an "as-needed" basis. A special summer program in preparation for the SAT Math Section is required for all participants. No credit is earned for remedial math, but high school credit can be earned for project-sponsored math classes following remediation.

Duration/Frequency: Duration and Frequency is determined by individual need, with like-need students with similar contracts grouped in small study modules. "Modular scheduling" is based on assessed needs of the group. Individualized program progress evaluation (occurring weekly) determines subsequent schedule and student contracts during both the academic year and the five-week summer session.

Resources: (Personnel) Summer math program staff are the math instructors from two of the home high schools, supplemented with two tutors selected from university students with math majors.

(Materials) Project staff designed Academic Performance Contract, commercially available math remediation programs (not specified). All materials are retained by and are the responsibility of the Instructional Resource Center, which houses individual study carrels, small group work areas, learning activity packages, audio-visual (commercially available) material and math texts.

Evaluation: All participants will receive a grade of "C" or better in their high school mathematics class.

FOR BUREAU USE ONLY.
AR: Urban
TP: Black

UPWARD BOUND PROJECT PROFILE
COMPONENT DESCRIPTION

Component: REMEDIAL MATHEMATICS (does not include assistance with high school course work)

Objectives: To improve cognitive skills: basic computation, algebra and geometry; to develop study habits related to mathematics; to improve grades as a by-product.

LEVEL: SECONDARY

Institution: Purdue University, Calumet Campus, Hammond, Indiana

Project Component: Remedial Mathematics

Target Population: 78 academic year students (71% Black, 24% Hispanic, 5% White) from grade 11 and 12 and 26 Bridge Students, all from low-income families, and considered to be in need of academic assistance, but with some apparent potential for success in postsecondary education as indicated by their high school counselor.

Objective of Mathematics Remediation: To develop the basic competencies and achieve a "C" average or better in the mathematics required for completion of high school and entrance into a postsecondary education program for 85% of the participants.

Content: Remedial Mathematics and supportive mathematics tutoring.

Methodology: The remedial math program is a component of the Learning Laboratory Program in which the participant receives instruction and tutoring in areas of academic weakness. Following a math assessment using STEP Basic Math Concepts in April (at the completion of the Junior year in high school) the Summer program participant is assigned to one of three math groups based on their previous high school math classes and

their level of achievement. The math classes are taught in small groups with Learning Laboratory staff providing individual tutoring. During the Senior academic year at the home school, the project arranges a series of Saturday morning workshops (for which the students' return to campus) that provide tutoring for his home school math classes. During the Summer Bridge Program (following high school and previous to post-secondary enrollment) the participants are assigned to one or more of the four math classes in the Strategies of Learning Program for which he can receive three college credits. Assessment for the Bridge students is based on Math Vocabulary Inventory, Purdue Algebra Norming Exam and SCAT. During this session, the participant can choose either a residential or non-residential summer program and the math program is again presented as part of the Learning Laboratory Program.

Duration and Frequency: During the summer session, students spend a minimum of one hour per day, four days a week, for six weeks in the mathematics section of the program. The academic year program begins in October and consists of ten half-day Saturday sessions during both the fall and spring semester.

Resources: (Personnel) Eight instructors are employed in the Learning Laboratory with 28 graduate tutors. The number of teachers available for math remediation is not specified, although four high school mathematics teachers serve on both the summer and academic year staff.

(Materials) Not specified. Students occasionally visit and utilize the university computer center. Academic year materials are math textbooks provided by the home high school.

Evaluation: All participants will achieve a "C" average or better in the math classes required to enter a postsecondary institution.

FOR BUREAU USE ONLY.
AR: Urban
TP: White

UPWARD BOUND PROJECT PROFILE
COMPONENT DESCRIPTION

Component: SUPPORT FOR HIGH SCHOOL STUDY (not remedial)

Objectives: To improve grades in any academic high school subject area in which the student is currently enrolled; to develop study skills and habits.

LEVEL: SECONDARY

Institution: Wesleyan University, Middleton, Connecticut

Project Component: Support for High School Study

Target Population: 90-92 participants from six middle schools, grades 9-12; low-income, under-achievers, 50% Anglo, 30% Black, 20% Puerto Rican.

Objective of Support for High School Study: To assist all students in achieving a passing grade or better in the appropriate academic program in the high school and to achieve the Scholastic Aptitude Test percentile rank required for college entrance.

Content: Academic study contracts in high school subjects, preview and mini-courses in academic requirements for PSE acceptance and subject level tutoring.

Methodology: During the first summer session in the program each participant is assigned to a Teacher Advisor from the student's high school whose major responsibility is academic guidance. The same teacher participates in both the academic year and the summer session and gives continuity to the "preview" academic units presented during the summer session and the expanded version of the units presented during the academic year. Summer "preview" classes include English, Foreign Languages, History, Natural

Sciences and Mathematics and are preparatory for the same subjects offered during the academic year. Classes are formed in teams of approximately thirty each under the direction of a Team Leader (the academic year teacher) and assisted by a senior teacher and several interns in each subject area. The academic year staff is thus aware of the academic needs of his student team members and better able to develop support for the high school studies during the academic year.

A weekly progress report is prepared by the teacher for each project participant enrolled in his class. During staff meetings, these reports are evaluated to determine the support activities required as well as to determine subjects where the student is performing adequately. The teachers responsible for the subject area form small study groups using regular classroom materials and texts in a concentrated study and tutoring program. Tutoring is scheduled for two hours after the school day and is completed with contracts agreed to by the teacher and the participant. Tutors (Wesleyan undergraduate students) are responsible for contract activities and submit bi-monthly progress reports to the classroom teacher. Twice weekly math and English workshops (College Board workshops) are scheduled for S.A.T. preparation and are in addition to academic support classes.

Duration/Frequency: Summer "preview" classes of high school subjects are scheduled for three periods of 50 minutes each and last for the full five weeks term. Academic year tutoring is available at the participating high school for two hours per day at the end of the school day.

Resources: (Personnel) Each of the three teams working in academic areas consist of a team leader, five teachers, and five intern tutors. The teachers are specialists (master teachers) in Science, Mathematics, English, Foreign Language or Social Studies.

(Materials) Project staff designed Learning Activity Packets (LAPS) and individualized learning contracts. Standard high school texts are supplemented with "interest materials" relevant to the subject during the Summer "Preview classes". Academic year materials are standard texts as determined by the participating high school.

Evaluation: Not specified.

FOR BUREAU USE ONLY.
AR: Urban
TP: Black

UPWARD BOUND PROJECT PROFILE
COMPONENT DESCRIPTION

Component: SUPPORT FOR HIGH SCHOOL STUDY (not remedial)

Objectives: To improve grades in any academic high school subject area in which the student is currently enrolled; to develop study skills and habits.

LEVEL: SECONDARY

Institution: Princeton University Cooperative Program, Princeton, N. Jersey

Project Component: Support for High School Study

Target Population: Fifty new students enrolled for each of five phases of the program (averaging 135-150 participants per phase) from high schools in two urban areas. Students were low-income, moderately educationally disadvantaged, predominatly Black and Hispanic, with high success potential as indicated by interviews and referrals.

Objective of Support for High School Study: To provide non-remedial support tutoring, skills building and supplementary instruction during the twenty-six months (the junior and senior academic year, two summer components and a Bridge Summer) previous to admission to college and specifically to improve the student's study skills, study habits, reading, writing, verbal, math, critical thinking and analytical skills.

Content: High school and college entry level classes in communication skills, mathematics and social studies.

Methodology: Individual needs in high school subjects are determined during the on-campus assessment period of the first summer session. Specific emphasis is given to Reading and Communication Skills with mathematics

as a second priority during the Summer programs. Although all students participate in Reading Skills and Study Skills programs, any student with a "C" or better in math need not participate in math instruction. When possible, individualized programs (much like college class schedules) are developed for each participant with supportive tutoring available at the University Learning Center. Classes within the schedule are for 17 members and last fifty minutes. During the second summer session (junior - senior year) students are encouraged to participate in the similar programs offered at four private high schools or at several local colleges. The teaching methodology encountered at these other participating institutions allows the student to experience several educational environments as well as to permit him to experiment with his newly-acquired learning behavior and recognize his academic realities.

The first and second Academic Year program is supportive of the home high school program and uses assigned high school textbooks in the subject area. At-level tutoring is provided in project learning centers maintained in Newark and Trenton on Saturday mornings and after school.

Students return to the host university campus or a participating university campus for the third and final summer of the program. When academically eligible, the participants enroll in regular college classes and receive only incidental academic support from the project staff. Some students participate in a work-study program during the summer previous to their college enrollment. Students who have not been accepted into post-secondary institutions participate in an intensive placement program.

Duration/Frequence: During the academic year, support classes are scheduled for 60 to 90 minutes per Saturday at two off-campus project-supported learning centers. Students may elect to attend as many classes as needed. In-school tutoring is available after class from high school teachers who are considered "25% time" project staff.

The summer sessions are scheduled to last six weeks when attending the Princeton campus program or as long as scheduled when attending the participating institution program. In either situation, support classes are usually scheduled to last 50 minutes with support tutoring available as needed.

Resources: (Personnel) An unspecified number of high school teachers in the subject area are employed by the project to provide supportive tutoring to individuals and to small groups during the academic year. Seven undergraduate teacher aides also provide supportive tutoring. Summer program staff includes ten teachers from the university or high school facility, ten teaching assistants, and two administrators.

(Material) Commercially available assessment instruments; dictionaries, thesaurus, study guides, and class outlines, Turabian Writing Handbook, S.R.A. Contemporary Composition Course and feature length films are used in communications classes. Commercially published high school books are used for support tutoring during both the summer and academic year programs.

Evaluation: All students will participate in tutoring or supportive services in the target school with an average of 70% of all participants receiving supportive tutoring for high school classes during the academic year.

FOR BUREAU USE ONLY.
AR: Rural
TP: White

UPWARD BOUND PROJECT PROFILE
COMPONENT DESCRIPTION

Component: SUPPORT FOR HIGH SCHOOL STUDY (not remedial)

Objectives: To improve grades in any academic high school subject area in which the student is currently enrolled; to develop study skills and habits.

LEVEL: SECONDARY

Institution: Emporia-Kansas State College, Highland, Kansas

Project Component: Support for High School Study

Target Population: Sixty-five students from six semi-rural high schools; from low-income families, with academic ability but usually with poor self-concept and low expectations for acceptance by a post-secondary institution. Racial mix is approximately 50% Anglo, 40% American Indian, 5% Mexican American and 5% Black.

Objective of Support for High School Study: To provide academic services which will increase the student's learning capabilities and performance levels.

Content: Secondary academic instruction, individual program planning, individual and small group tutoring, academic referral services.

Methodology: Following assessment to determine academic and self-concept needs, (using the Wide Range Achievement Test, the Cornell Learning and Study Skills Inventory and the Tennessee Self-Concept Scale), the students participate in a coordinated program of individualized academic and self-motivational activities determined jointly by the guidance counselor and and the academic instruction coordinator.

During the residential summer component, the academic program is supervised by the basic skills coordinator. During the academic year, responsibility rests with the academic instruction coordinator. Referrals are made to special agencies for those students having remedial reading and writing problems requiring assistance beyond the basic support for high school studies provided by the project. Generally, summer program courses serve to reinforce skills development in those academic subject areas required for graduation from secondary school and for admission into post-secondary institutions. The design and implementation of these courses is determined by the target school curricula. Specific courses offered (for which high school credit can be earned) include English Composition, Algebra, Physical Science, History of Contemporary Man, and Introduction to Psychology. Enrollment in the classes is based on the project's determination of the students' specific needs for completion of high school requirements.

During the academic year, the members of the project staff spend one day per week providing program services at each of the participating high schools. Academic support activities are monitored and when required, one-to-one tutoring is provided by the class instructor. The total group of six schools is divided into two subgroups with each group attending one on-campus Saturday academic support activity (first or third Saturday) per month.

Duration/Frequency: During the summer residential program, students enroll in three academic activities for a minimum of 22 classroom hours per week. High school credit can be earned during this time and deducted from the home school graduation requirements. During the academic year, the services of the four-member project staff are available one day per week at the participating home schools, with Saturday groups scheduled on-campus

for three hours the first and third Saturday. Academic tutoring is ongoing and scheduled either on campus or at the home school for all four academic quarters.

Resources: (personnel) The full time program staff includes the project manager, the guidance counselor, the academic coordinator, and a part-time administrative assistant. Services of five part-time academic instructors and two college students are required for the academic year.

(Materials) Commercially available assessment instrument and standard high school texts. Project staff designed assessment and evaluation materials. Project staff designed academic contracts.

Evaluation: The program will have a 100% success rate for academic growth as measured by the number of students progressing through the class levels.

FOR BUREAU USE ONLY.
AR: Urban
TP: Black

UPWARD BOUND PROJECT PROFILE
COMPONENT DESCRIPTION

Component: POSTSECONDARY EDUCATION ORIENTATION

Objectives: To maintain an adequate rate of acceptance to postsecondary education; to develop positive attitudes toward learning and further education.

LEVEL: SECONDARY

Institution: Wesleyan University, Middleton, Conn.

Project Component: Postsecondary Education Orientation

Target Population: 90-92 participants from six middle schools, grades 9-12; low-income, under achievers, 50% Anglo, 30% Black, 20% Puerto Rican.

Objective of Post-Secondary Orientation: To assure that the student is aware of the opportunities in postsecondary education and provide all necessary aid in the admissions process.

Content: College Board Workshop and related Postsecondary Admissions activities

Methodology: Under the direction of the College Board Staff, program participants in the 11th and 12th grade receive instruction in test taking for examinations required for college admissions. Teachers of the workshops have specific College Entrance Examination Board training. During the summer, weekly workshops of two-hour sessions (emphasizing Math and English sections of the Scholastic Aptitude and Achievement Tests) are held on campus. During the academic year, the same teachers conduct a similar program twice weekly for two hours in the participant's high school. Students contract to attend all College Board Workshops (for

which they receive financial compensations) and can be fined for absence or lateness. Assistance and counseling is given to the parent in completing the Parent's Confidential Statement and advising the parent of the financial assistance available. As part of the preparation for admissions, high school 11th-grade participants visit college classes for one day. High school 12th-grade participants complete admissions forms for at least six colleges and prepare biographical and goal statements under the direction of the College Board Workshop staff. Simulated (role-playing) admissions interviews for the seniors are conducted and critiqued by program staff in anticipation of the student's actual interview. During the senior year, participants spend three days at a local college (preferably one which has a large number of program graduates) during which time he participates in college activities and participates in an initial college admissions interview. All support activities are available until the participant is accepted into a postsecondary institution.

Duration and Frequency: Postsecondary Orientation sessions are scheduled for two hours once a week during the summer term and twice weekly for two hours during the academic year. Additional placement counseling and preparation is available as needed. Parental orientation occurs frequently and is both a group and individual activity. Postsecondary education activities are continuous until placement.

Resources: (Personnel) Four S.A.T. instructors are required one-quarter-time. Admissions and financial assistance counseling is conducted by the assistant program administrator. Career counseling activities are supported by the home high school counselor, as well as the project staff.

(Materials) College brochure and manuals, admissions forms, vocational awareness material, and commercially available test preparation manuals.

Evaluation: All students will be aware of the requirements for acceptance by a postsecondary institution and participate in all programs which lead to acceptance in that institution.

FOR BUREAU USE ONLY.
AR: Urban
TP: Black

UPWARD BOUND PROJECT PROFILE
COMPONENT DESCRIPTION

Component: POSTSECONDARY EDUCATION ORIENTATION

Objectives: To maintain an adequate rate of acceptance to postsecondary education; to develop positive attitudes toward learning and further education.

LEVEL: SECONDARY

Institution: University of South Carolina, Columbia, So. Carolina

Project Component: Postsecondary Education Orientation

Target Population: Approximately 70 academic year participants and 100 summer residential participants (selected from low-income predominantly minority families from eight high schools both semi-rural and urban) who appear as a result of project assessment to have the academic potential for success in a post-secondary institution and are recommended by their home school staff.

Objective of Postsecondary Education Orientation: To provide for all students the academic and counseling services required to increase motivation toward post-secondary education and broaden the horizons regarding educational and career opportunities.

Content: Career Orientation and Awareness Postsecondary Admission Counseling

Methodology: All junior students receiving the PSAT and seniors the SAT, ACT, and College Planning Profile in determining their needs and possible post-secondary placement. From results of the tests, an Individual Profile and Intervention Plan for Postsecondary Planning is developed

by the program staff to determine post-secondary admissions needs. All participants report every other Saturday to the campus as part of the general program, but with specific sessions in College Selection, How to Take a Test and Career Opportunities for the 80's. Senior participants are prepared for the SAT and ACT, receive training in and complete at least three college applications and one financial aid application, complete the PCS and BEOG form, and participate in several college guidance sessions.

All student pre-college admissions activities relevant to the project are logged on a progress record (identical in format for all students) to assure that all participants have received training and are on schedule for the required admissions activities. Parental support is insured by semester meetings with the participant's parents. Career possibilities, financing, parent-project responsibilities and parent-participant interpersonal relationships are frequent meeting topics. When possible, parents are urged to visit local post-secondary institutions with the student.

Duration/Frequency: Participants meet every other Saturday during the academic year for program related activities. Group and individual tutoring for entrance examination is scheduled as part of the total program. During the summer session, students receive three hours of academic instruction on campus with career planning and other post-secondary orientation activities scheduled as determined by the counselors.

Resources: (Personnel) Postsecondary Orientation is the direct responsibility of the project director who coordinates all assessment, orientation, tutoring and counseling activities. All four full-time staff members as well as participating high school counselors are considered to be essential to improving the participant's opportunity in gaining admission

to a post-secondary program. Career and vocational counseling as well as assessment and career planning is directed by the project counselor.

(Materials) Project staff designed Individual Profile and Intervention Plan for Post-Secondary Placement, individual placement contracts, commercially available pre-admission test preparation packages, college catalogs and vocational interest materials.

Evaluation: All participants will attend educational and vocational opportunity meetings.

FOR BUREAU USE ONLY.
AR: Urban
TP: Hispanic

UPWARD BOUND PROJECT PROFILE
COMPONENT DESCRIPTION

Component: POSTSECONDARY EDUCATION ORIENTATION

Objectives: To maintain an adequate rate of acceptance to postsecondary education; to develop positive attitudes toward learning and further education.

LEVEL: SECONDARY

Institution: Weber State College, Ogden, Utah

Project Component: Postsecondary Education Orientation

Target Population: Sixty-five "high-risk" disadvantaged students from deprived educational, cultural or economic backgrounds who have been identified as having academic potential but lacking motivation and academic preparation. Racial composition is approximately 18% American Indian, 41% Chicano, 18% Black, and 23% Anglo.

Objective of Postsecondary Education Orientation: To increase the participant's understanding and awareness of his post-high school training goals and to increase the student's motivation and involvement in activities relating to his acceptance into a post-secondary institution.

Content: Postsecondary Educational Motivational Program, Career and Vocational Awareness and Selection, and Life Style Profile.

Methodology: Instructional and awareness strategies include field trips, value clarification studies, role playing discussion groups and goal analysis modules. Following assessment using Strong Campbell Vocational Interest Blank, groups are scheduled to meet four times weekly during the summer session for discussion of career opportunities, educational

opportunities at seven local post-secondary institutions (the sites are all visited as part of the program) and to construct educational plans within the participant's ability and interest. The participant selects three alternate job categories in which he is interested in pursuing, and prepares a task analysis of the job skills required for a single five-day work week in that field. Additionally, the student prepares a "life style profile" (in five-year increments for a thirty-year period) and determines six contributions that each of his three possible careers could provide towards achieving his desired lifestyle. Similar post-secondary orientation activities continue through the graduating senior's academic year and into the Summer Bridge program. During the Bridge Summer, he is enrolled in six credit hours of college level classes. Since the secondary and post-secondary programs are coordinated at this institution, many placement activities are conducted by the post-secondary phase of the program during the Bridge Summer.

Duration and Frequency: Summer project students participate three hours a day for ten days of the four-week term in Achievement-Career and Post-Secondary Orientation Laboratories. Twenty-four hours of the total program is devoted to PSE Orientation. Academic year students participate in five career group discussions per quarter. Individual career placement counseling is available as needed. Summer Bridge students enroll for six hours of college credit (duration not specified) with necessary services provided by the post-secondary program.

Resources: (Personnel) The PSE Orientation is coordinated with the college counseling program and the number of counselors is not specified.

(Materials) Commercially available assessment instrument and project staff designed progress reporting log. Vocational awareness materials, college catalogs, and college applications.

Evaluation: The student will show a 20% gain in his perception of post-secondary institutions, evaluate career opportunities at seven local post-secondary institutions and be able to construct an optimal educational plan.

FOR BUREAU USE ONLY.
AR: Urban
TP: White

UPWARD BOUND PROJECT PROFILE
COMPONENT DESCRIPTION

Component: GUIDANCE AND COUNSELING/PERSONAL DEVELOPMENT

Objectives: To provide frequent counselor contact; to improve self-perception of ability; to improve motivation to achieve; to develop positive attitudes toward the project, learning and further education; to increase enrollment in academic curricula; to maintain an adequate rate of acceptance to postsecondary education; to develop skills in coping with parental disinterest and the negative influence of peers; to reduce the interference of work with high school education.

LEVEL: SECONDARY

Institution: Wesleyan University, Middleton, Connecticut

Project Component: Guidance and Counseling/Personal Development

Target Population: 90-92 participants from six urban middle schools (grades 9-12); low-income, underachievers, 50% Anglo, 30% Black, 20% Puerto Rican.

Objective of Guidance and Counseling/Personal Development Component: To transfer the emphasis in the high school program from remediation to the prevention of academic difficulties and to improve the participant's concept of self to the point that he is capable of making his own acceptable academic, career, and personal decisions.

Content: One-to-one and group counseling in academic planning, career guidance, and personal decision making, utilizing Teacher Advisors as counselors.

Methodology: Following the referral of the applicants to the project, guidance counselors from the participating high school secure information waivers from parents and arrange a schedule of interviews at the schools, where

each student receives an individual interview aimed at determining if the student meets the eligibility criteria. During this interview, a student's career goals, academic and social strengths and weaknesses, and interpersonal style are discussed, assessed, and recorded. These are supplemented with written high school reports on the student's achievements, status in reading and math, attendance, and problems in school, from which the individual counseling and guidance needs are determined. Students are then given a letter, application form, and return envelope for their parents. Upon receipt of an application showing economic eligibility, an interview is arranged with parent and student, further explaining the program. Parental support is assured through the use of parent-project "contracts." All counseling is the responsibility of the Teacher-Advisor, with a 6:1 ratio. Training of the teacher to serve as a counselor includes 75 hours of project workshop (conducted by the project staff for 15 Teacher-Advisors and 15 tutors) and is scheduled for the spring of each year. During the workshop, the Teacher-Advisors participate in seminars in the techniques of individualized contract learning, preparation of behavioral objectives and organizational climate. A specific responsibility of the counselor/teacher during the summer session is "motivation ignition" which is the development within the student of an ethic that values learning. The academic year program (using individualized counseling objective contracts) includes weekly counseling sessions and career planning activities. Specific career and college counseling occurs both in group and individual counseling sessions. The program emphasizes frequent informal and formal guidance service with every contact offering the counselor the opportunity to provide guidance. Formal progress counseling is scheduled weekly, but informal counseling can occur with every tutorial session.

Duration/Frequency: Summer session students have daily contact with a Teacher-Advisor, who has the responsibility for the students' academic guidance (serving as a tutor for the students' academic program) and non-academic

counseling. During the academic year the Teacher-Advisors (staff members from the participants' high school) meet weekly with the students in their home school and frequently with the parents. Quarterly academic performance conferences are conducted at the home of the student and include the student, the parent, and one or more of the Teacher-Advisors.

Resources: (Personnel) One personal/academic counselor (and one intern during the summer session) for each six students. The Teacher-Advisor (counselor) is a full-time teacher at the participating high school and the academic year program has minimally 15 Teacher-Advisors from the participating high schools.

(Materials) Project staff designed "Academic Performance Contract" and "Advisor Summary of Student Status". Test materials used in academic and interest assessment are standard and commercially available.

Evaluation: No specific evaluation of the counseling component is given.

FOR BUREAU USE ONLY.
AR: Urban
TP: Black

UPWARD BOUND PROJECT PROFILE
COMPONENT DESCRIPTION

Component: GUIDANCE AND COUNSELING/PERSONAL DEVELOPMENT

Objectives: To provide frequent counselor contact; to improve self-perception of ability; to improve motivation to achieve; to develop positive attitudes toward the project, learning and further education; to increase enrollment in academic curricula, to maintain an adequate rate of acceptance to postsecondary education; to develop skills in coping with parental disinterest and the negative influence of peers; to reduce the interference of work with high school education.

LEVEL: SECONDARY

Institution: University of South Florida, Tampa, Florida

Project Component: Guidance & Counseling/Personal Development

Target Population: 160 participants, (ethnic mix not specified, but is within 10% of the racial mix of eligible population), low-income families mostly urban, many from broken homes, tenth grade or above, with some indication of potential for success in postsecondary school.

Objective of Guidance & Counseling/Personal Development: To assist the students in gaining greater self understanding in order to establish realistic goals and make wise decisions, to utilize the educational and vocational opportunities and become mature, stable, self directing citizens.

Content: Educational and Academic Counseling, Vocational Counseling and Personal/Social Counseling.

Methodology: In early September (following participant selection and previous to his enrollment) a Guidance Orientation session is scheduled during which time the participant and his parents visit the Project Counseling

Center and receive information relevant to project counseling services. Following the general orientation, an individual counseling session is scheduled during which time the student receives academic and educational counseling based on assessment. The need for progress counseling during both the Academic year and the Summer program is determined by the counselor who then schedules the student for counseling sessions.

Vocational counseling is ongoing. After the student is informed of the results of the Ohio Interest Inventory Test, career choices are discussed both with the group and the individual in various career planning sessions. College admission processes and financial aid counseling occur as a component of the career counseling. Beyond the vocational and career services provided by the project counseling personnel, the project participants are notified of and encouraged to participate in the University's Career Planning and Placement Center Activities.

Personal and Social Counseling is specifically designed to improve the participants self concept and aid him in developing respect for himself and others. One-to-one counseling is available, although role playing social-group counseling is considered to be an effective "anticipatory behavior" technique.

Duration & Frequency: Individual academic, vocational and personal "walk-in" counseling is available as required by the participant. Ongoing counseling is handled on an appointment basis and is scheduled for regular counseling hours. Small group counseling is scheduled for 50 minutes once per week and is announced in the project weekly news letter. Parental counseling is available by appointment. All counseling is available during both the Academic Year and Summer Session at the Project Counseling Office on the university campus.

Resources: (Personnel) All staff members are expected to serve as counselors (within their specific ability areas) under the Coordinator of the Counseling Services. The coordinator is a graduate psychologist with specific training on assessment and counseling techniques and is assisted by a college counselor with specific training in placement counseling.

(Materials) Standard Academic and Vocational assessment instrument; project staff designed orientation publications and counseling services publicity materials.

Evaluation: All students will have a minimum of one hour per week of some form of counseling during the entire program, with 100% acceptance into a post-secondary institution.

FOR BUREAU USE ONLY.
AR: Urban
TP: Black

UPWARD BOUND PROJECT PROFILE
COMPONENT DESCRIPTION

Component: GUIDANCE AND COUNSELING/PERSONAL DEVELOPMENT

Objectives: To provide frequent counselor contact; to improve self-perception of ability; to improve motivation to achieve; to develop positive attitudes toward the project, learning and further education; to increase enrollment in academic curricula; to maintain an adequate rate of acceptance to postsecondary education; to develop skills in coping with parental disinterest and the negative influence of peers; to reduce the interference of work with high school education.

LEVEL: SECONDARY

Institution: University of South Carolina, Columbia, So. Carolina

Project Component: Individual Guidance and Counseling/Personal Development

Target Population: 67 academic year participants (22 Seniors, 37 Juniors and 7 Sophomores) and 33 Bridge students, from eight predominantly Black urban high schools with high drop-out rates. Students are from low-income families, with poor academic records, but who appear to have academic potential as determined by assessment and personal recommendation from High School counselors and teachers.

Objectives: To improve the students potential for participation in post-secondary education through emotional, social, educational and vocational counseling.

Content: Personal and Academic counseling, Career Counseling and Life-Style Management.

Methodology: Determining methods to increase the student's motivation toward postsecondary education and his awareness regarding the educational and vocational opportunities is a primary function of this guidance service. Assessment of counseling needs (using College Planning Profile and one-to-one interviews) determines individual counseling programs. The counseling strategies include individualized counseling in personal problem-solving, formal planning, improving self-image and realistic self-concepts, group counseling in career planning and awareness, social interactions, and group problem solving. An individualized student log maintained by the assigned counselor provides complete tracking of every counseling experience as well as counseling recommendation and results for the entire time the participant is in the program.

Student contracts, designated as "Rules and Guidelines" for the program contains a counseling element (governing student behavior counseling) which is negotiated by the parents, student, and staff. The academic year counseling is similar to the Bridge summer component but adds, however, counseling in realistic self-concepts. This counseling aids the student in recognizing his potential as well as defining his limitations, and determines the strategies for accomplishing his achievable goal.

Duration/Frequency: Students attend assigned counseling and tutorial sessions every other Saturday morning during the academic year at the university. On-going counseling during the academic year is available from a teacher counselor assigned to each participating high school. No schedule for counseling is specified for the summer component, but is considered as ongoing and as required.

Resources: (Personnel) During the academic year, six teacher-counselors and a master counselor from participating high schools maintain counseling activities. A full-time project counselor supervises all individual

counseling, college and career activities, and group counseling. Counseling staff for the Summer Bridge program is not specified.

(Material) Standard commercially available career and interest instruments; project staff designed performance and behavior contracts, and student counseling logs.

Evaluation: All students will participate in the counseling program as indicated in the counselor activity log.

FOR BUREAU USE ONLY.
AR: Urban
TP: Black

UPWARD FOUND PROJECT PROFILE
COMPONENT DESCRIPTION

Component: GUIDANCE AND COUNSELING/PERSONAL DEVELOPMENT

Objectives: To provide frequent counselor contact; to improve self-perception of ability; to improve motivation to achieve; to develop positive attitudes toward the project, learning and further education; to increase enrollment in academic curricula; to maintain an adequate rate of acceptance to postsecondary education; to develop skills in coping with parental disinterest and the negative influence of peers; to reduce the interference of work with high school education.

LEVEL: SECONDARY

Institution: University of Chicago, Chicago, Illinois

Project Component: Individual Guidance and Counseling/Personal Development

Target Population: 85 participants (30 Seniors, 30 Juniors and 25 Sophomores) from low-income, minority families with fair-to-poor grades, potential drop-outs but with some academic potential.

Objective of Individual Counseling and Guidance/Personal Development: To improve the self concept and academic abilities of the participant to the degree that a postsecondary education becomes not only possible but desirable to the participant.

Content: Individual and group counseling in academic and career planning, college admissions counseling, and personal growth counseling.

Methodology: The philosophy of the counseling program is that self-motivation will result when success occurs in academic areas and counseling must support the academic program in achieving academic success. Therefore, the results of various interest and career selection instruments are used

to determine interests as well as areas in which the participants will succeed with counselor and tutor assistance. The teachers/counselors are not assigned a specific number of students but are responsible for the program participants within their subject. All counseling and guidance is under the direction of the Community Liaison Officer who provides specific one-to-one guidance and counseling in academic and personal problem solving. The Community Liaison officer is also responsible for counselor training during the two week staff workshop which occurs in late spring of every year. All students are encouraged to participate in leadership roles in non-academic activities in order to reinforce their "successful student" image. Positive behavioral changes appear to occur as a result of being accepted as "leaders" and as a result of the leadership role, the participants seem to develop into more confident, self-directed students.

Duration/Frequency: Evaluation, group counseling and career seminars occur weekly during a scheduled lunch hour at the participants high school as well as during the Saturday Counseling and Tutoring sessions during the academic year. Specific college selection counseling (following counseling sessions based on academic and vocational interest assessment) occurs previous to the Annual College Day in the spring. Individual counseling sessions are scheduled for the pre- and post-selection activity.

Parents attend two meetings as part of the eight week Summer Bridge program (during which time family support is encouraged through family counseling sessions) and monthly meetings during the academic year. Individual financial planning and counseling is scheduled as required during the spring previous to the participants high school graduation.

Resources: (Personnel) Six Teacher Counselors (full-time) and a Community Liaison Officer who serves as project counselor.

(Materials) The College Planning Test, Kuder Interest Inventory and Survey of Study Habits and Attitudes. Frequent use of material provided by Career Day speaker. Vocational and college material are made available for use in the weekly project meeting.

Evaluation: Not specified.

FOR BUREAU USE ONLY.
AR: Urban
TP: Hispanic

UPWARD BOUND PROJECT PROFILE
COMPONENT DESCRIPTION

Component: GUIDANCE AND COUNSELING/PERSONAL DEVELOPMENT

Objectives: To provide frequent counselor contact; to improve self-perception of ability; to improve motivation to achieve; to develop positive attitudes toward the project, learning and further education; to increase enrollment in academic curricula; to maintain an adequate rate of acceptance to postsecondary education; to develop skills in coping with parental disinterest and the negative influence of peers; to reduce the interference of work with high school education.

LEVEL: SECONDARY

Institution: Weber State College, Ogden, Utah

Project Component: Guidance and Counseling/Personal Development

Target Population: Sixty five "high risk" disadvantaged students from deprived educational, cultural, or economic backgrounds who have been identified as having academic potential but lacking motivation and academic preparation. Racial composition is 18% American Indian, 41% Chicano, 18% Black and 23% Anglo.

Objective: To increase the student's awareness of and planning for the academic and career decisions he must make to successfully complete PSE; to allow student to decide on career goals and set course of action.

Content: Careers of interest, high school and post-secondary class planning and scheduling, life-style profiles, individual and group counseling.

Methodology: Following assessment of career possibilities using Strong's Interest Inventory, all students participate in group and individual

discussion sessions with project staff and peer counselors to collect and compile information regarding career goals, academic planning and required activities, career planning and career awareness and required activities. During the program, all students identify their possible career choices, prepare high school and postsecondary requirements to enter the career, determine the education plans to achieve qualification, prepare a lifestyle in five-year increments and share their information with other participants.

Duration/Frequency: During academic year, students participate in five group and/or individual sessions per quarter with counselor/advisor. The number of hours is not given.

Resources: (Personnel) Associate Project Director as counselor/advisor, peer counselors.

(Materials) Strong's Interest Inventory and commercially available career materials.

Evaluation: Ninety percent of the students must complete the four activities described above.

UPWARD BOUND PROJECT INFORMATION

1. Institution: Cranbrook School
   520 Lone Pine Road
   Bloomfield Hills, Michigan 48013
   Project Director: Ben M. Snyder
   Phone: (313) 645-3678/9

2. Institution: Emporia Kansas State College -
   Highland Community Junior College Consortium
   1200 Commercial
   Emporia, Kansas 66801
   Project Director: Sam Jimeson
   North East Kansas Upward Bound Program
   Box 96, Highland, Kansas 66035
   Phone: (913) 442-3238

3. Institution: InterAmerican University
   Box 4927
   San Juan, Puerto Rico 00936
   Project Director: Nydia Flores
   Phone: (809) 767-5117

4. Institution: Marquette University
   1217 West Wisconsin Avenue
   Milwaukee, Wisconsin 53233
   Project Director: Arnold L. Mitchem
   Phone: (414) 224-7584

5. Institution: Princeton University Cooperative School
   204 Green Annex
   Princeton, New Jersey 08540
   Project Director: Earl P. Thomas
   Phone: (609) 452-3345

6. Institution: Purdue University - Calumet Campus
2233 171st Street
Hammond, Indiana 46323
Project Director: Jal J. Mistri
Phone: (219) 844-0520 ext. 391

7. Institution: The University of Chicago
5811 South Ellis Avenue, G-B 113
Chicago, Illinois 60637
Project Director: Larry Hawkins
Phone: (312) 753-2761

8. Institution: University of South Carolina
Social Problems Research Institute
Columbia, South Carolina 29208
Project Director: Dr. J. Manning Hiers, TRIO Programs
Phone: (803) 777-5215

9. Institution: University of South Florida
4202 East Fowler Avenue
Tampa, Florida 33620
Project Director: Richard F. Pride
Phone: (813) 974-2802

10. Institution: Weber State College
3750 Harrison Boulevard
Ogden, Utah 84408
Project Director: Dr. Don N. Jensen
Phone: (801) 399-5941 ext. 235

11. Institution: Wesleyan University
Wesleyan Station
Middletown, Connecticut 06457
Project Director: Peter P. Budryk
Phone: (203) 347-9411 ext. 515, 516

INDEX OF EXISTING COMPONENTS - SUMMARY MATRIX

SPECIAL SERVICES

Demographic Characteristics		COMPONENT CATEGORIES				
		Needs Assessment	Skills Development	Counseling & Guidance	Career Planning	Financial Assistance
URBAN	Black	2		2	2	1
	White	1	2	1		1
	Hispanic				1	
RURAL	Black		1			
	White					
	Hispanic					

Date compiled November, 1977

The Summary Matrix indicates the number of component descriptions included in the Index in each component category by urban and rural service areas, and within service areas, by those that apply to populations that are predominately black, white or hispanic.

Directions for use of the Summary Matrix

1. To determine which components are represented in the Index for each service area, find the urban or rural designation on the left hand side, and read across the matrix. The top section shows the number of urban descriptions serving black, white or hispanic populations. The lower section shows the number of rural descriptions serving black, white or hispanic populations.

2. To determine which service areas and which populations are included in each component category, read down the matrix in each component category column listed across the top.

FOR BUREAU USE ONLY.
AR: Urban
TP: Black

SPECIAL SERVICES PROJECT PROFILE
COMPONENT DESCRIPTION

Component: NEEDS ASSESSMENT

Objectives: To formulate an individualized intervention curriculm for each student based on his assessed needs in the areas of: basic skills, study skills and habits, career awareness, financial requirements, academic requirements, and maintenance of an acceptable Grade Point Average.

LEVEL: POSTSECONDARY

Institution: University of Detroit, Detroit, Mich.

Project Component: Needs Assessment

Target Population: 110 participants, low-income with academic potential. Estimated ethnic breakdown is 95% Black and 5% White.

Objective: To assess each student's academic strengths and weaknesses and develop an individualized program for each student based on his assessed needs; to evaluate each student's progress in the individual support programs and recommend remediation as needed.

Content: Diagnostic and placement tests, analysis of student high school data, personal interviews, periodic reports by instructional staff.

Methodology: All students selected to participate in the program receive a general ability assessment prior to enrollment in the summer program. An English placement test and a Math placement test developed by the project staff are used in conjunction with the McGraw-Hill Basic Skills Test and the Advanced Version of the California Achievement Tests. The remediation and developmental treatment is prescribed based on the results of the testing and the information obtained from high school records.

The student's high school teachers provide assessment records as well as references and can be requested to participate in the student-counselor interviews. Personal interviews are subsequently conducted to determine potential career and educational goals and serve to establish the conference pattern that is part of the progress assessment scheduled throughout the year. The class-level assessment is ongoing and frequent and serves as a progress indicator for supplementary tutoring.

Duration/Frequency: A diagnostic testing session prior to the summer program each year; periodic reports throughout the academic year including mid-term and end of semester reports.

Resources: (Personnel) Tests are administered by a project counselor with a Master's degree in counseling and guidance and experience with minority programs. Periodic assessment reports are given by a reading specialist, the reading paraprofessionals in the Developmental Lab and English and Mathematics faculty members.

(Materials) Commercial diagnostic tests including McGraw Hill Basic Skills Systems test, The California Achievement Test and project staff designed test in Math and English.

Evaluation: The majority (not specified) of students who receive need assessment will enroll in developmental courses during the summer program and be qualified to enter higher level courses at the beginning of the academic year.

SPECIAL SERVICES PROJECT PROFILE
COMPONENT DESCRIPTION

FOR BUREAU USE ONLY.
AR: Urban
TP: Black

Component: NEEDS ASSESSMENT

Objectives: To formulate an individualized intervention curriculum for each student based on his assessed needs in the areas of: basic skills, study skills and habits, career awareness, financial requirements, academic requirements, and maintenance of an acceptable Grade Point Average.

LEVEL: POSTSECONDARY

Institution: Wayne State University, Detroit, Mich.

Project Component: Needs Assessment

Target Population: 290 participants from low-income families, with deprived educational background but with academic potential. Ethnic breakdown is 96% Black, 3% White, and 1% Other.

Objective of Need Assessment: To identify individual student needs in order to implement meaningful supportive services.

Content: Diagnostic testing in reading, study habits, English and writing; interest survey, aptitude testing.

Methodology: All participants are scheduled for a full day of testing during the first week of their entry into the program. The assessment instruments include the Diagnostic Reading test (which evaluates reading rate, scanning, vocabulary, paragraph comprehension, and total comprehension), the Kuder Occupational Interest Survey (scores are evaluated against the "College Major Scales" and utilized in career counseling), the Scholastic Aptitude Test (used in academic advisement and summer math class placement), The Survey of Study Skills and Habits (which evaluates delay and

avoidance habits, work and study habits, teacher approval, educational acceptance, and study attitudes and orientation), The College Entrance Examination Board (performance determines whether student is ready to take college level English courses or must take the Developmental English Course), and an English Writing Sample (which is analyzed by an English instructor against criteria developed by the University to determine freshman writing competency and provides a basis for summer writing instruction). The combined results of the various assessment instruments are developed into a student profile indicating skill areas as well as need areas and provide the basis for the remainder of the academic program. Progress testing and post-testing are indicated but not specified.

Duration/Frequency: Students are tested for one full day at the beginning of each summer session.

Resources: (Personnel) The test battery is administered by the Wayne State University Testing Center under the direct supervision of the director of the University's Counseling and Testing Department. The Testing Center provides test scores and reports to the project.

(Materials) Commercially prepared assessment instruments and writing criteria developed by university English department.

Evaluation: No evaluation of these activities is specified.

SPECIAL SERVICES PROJECT PROFILE
COMPONENT DESCRIPTION

FOR BUREAU USE ONLY.	
AR:	Urban
TP:	White

Component: NEEDS ASSESSMENT

Objectives: To formulate an individualized intervention curriculum for each student based on his assessed needs in the areas of: basic skills, study skills and habits, career awareness, financial requirements, academic requirements, and maintenance of an acceptable Grade Point Average.

LEVEL: POSTSECONDARY

Institution: Weber State College, Ogden, Utah

Project Component: Needs Assessment

Target Population: Approximately 110 students; 81% lower division 19% upper division; 55% male, 45% female; low-income families; low high school GPAs; ethnicity not given, but college population is predominately White.

Objective: To determine the student's point of entry into and progress through the structured tutoring laboratories which utilize the Mastery Learning concept; to diagnose reading, math, communication and study skills deficiencies and to identify problems with achievement motivation.

Content: Standardized testing, mastery testing.

Methodology: Following acceptance into the program, each student participates in a series of assessment activities to determine individual reading level, math concepts, written and oral communication skills, English language ability level, study skills and motivation level. The scores of the pre-tests determine the participant's entry level into the various structured tutoring laboratories as well as indicate study problems and the level of achievement motivation. Assessment during the program is

on-going and utilizes a series of mastery check points established to assess achievement in the subject area. Twenty-two mastery check points during the academic year measure reading progress, with 10 mastery check points established for communication skills and 22 mastery check points established for English language ability. After the completion of the academic year structured tutoring, students participate in a post-test using the pre-test instruments.

Duration/Frequency: Tests are given at entry into the laboratory program and at completion. (Duration of the lab experience is not given.) Mastery checks occur throughout the student's lab experience and frequency is dependent upon student progress.

Resources: (Personnel) Tutors and tutor counselors selected from junior and senior college students. A Tutor Coordinator supervises the activities of the tutors and tutor counselors.

(Materials) Various assessments materials including Woodcock Reading Mastery Test, commercially available academic achievement tests, and project staff designed mastery check point tests.

Evaluation: All students must score sufficiently high on each post-test (in subjects where remediation was indicated by the pre-test) to guarantee successful participation in college level work in those subjects.

FOR BUREAU USE ONLY.
AR: Urban
TP: White

SPECIAL SERVICES PROJECT PROFILE
COMPONENT DESCRIPTION

Component: SKILLS DEVELOPMENT

Objectives: To improve the student's ability to accomplish his academic and educational objectives; to improve basic cognitive skills in mathematics: computation, algebra, and plane geometry; to improve basic cognitive skills in language arts: reading speed and comprehension, vocabulary, grammar and syntax, written communication; to improve study skills and habits; to maintain an acceptable GPA.

LEVEL: POSTSECONDARY

Institution: Weber State College, Ogden, Utah

Project Component: Skills Development

Target Population: Approximately 110 students; 81% lower division, 19% upper division; 55% male, 45% female; low-income families; low high school GPAs; ethnicity not given, but college population is predominately White.

Objective: Complete 45 credit hours of course work each year with grades of C or above in each.

Content: Structured Tutoring Laboratories for reading, mathematics, written and oral communication, English as a Second Language, Study Skills; tutoring assistance with academic courses.

Methodology: One the basis of a detailed needs assessment process, students with particular needs (in reading, mathematics, communication skills, and study skills) are assigned to participate in the appropriate Structured Tutoring Laboratory. These laboratories are based on the Mastery Learning model, in that content is organized in discrete lessons

and units with mastery checks for each lesson and mastery tests for each unit. Tutors are trained to implement Structured Tutoring, in which the particular behaviors of the tutors are specified precisely and follow a structured sequence. Training and supervision of tutors is the responsibility of the Tutoring Coordinator. Offerings in the four laboratories are for credit, and participating students can earn up to 16 college credits during the freshman year. Basic contents of the laboratories include the following: Reading: decoding and word attack; sight vocabulary; comprehension; reading speed. Mathematics: arithmetic operations; basic algebra. Communications: grammar, syntax, writing, speaking. ESL: vocabulary development, comprehension of English sentences, production of English sentences. Study Skills: determination of problems; establishment and mastery of study skills goals. When students express the need for assistance with academic classes, tutoring is provided to remedy specific problem areas.

Duration/Frequency: Structured Tutoring experiences are organized as 30 sessions for each content area, each session from 45 to 60 minutes. Academic coursework is on an as-needed basis. All tutoring occurs during normal school hours, throughout the academic year.

Resources: (Personnel) Tutor Coordinator, tutors (juniors and seniors, number not specified.

(Materials) Not specified.

Evaluation: Specific objectives are set for each tutorial area, including growth on standardized achievement tests; 100% of students are to achieve mastery of objectives at 80-90% accuracy rate. Coursework tutoring is evaluated in terms of success in academic courses.

SPECIAL SERVICES PROJECT PROFILE
COMPONENT DESCRIPTION

FOR BUREAU USE ONLY.
AR: Urban
TP: White

Component: SKILLS DEVELOPMENT

Objectives: To improve the student's ability to accomplish his academic and educational objectives; to improve basic cognitive skills in mathematics: computation, algebra, and plane geometry; to improve basic cognitive skills in language arts: reading speed and comprehension, vocabulary, grammar and syntax, written communication; to improve study skills and habits; to maintain an acceptable GPA.

LEVEL: POSTSECONDARY

Institution: North Shore Community College, Beverly, Mass.

Project Component: Skills Development

Target Population: 400 students from low-income backgrounds; 45% males, 55% females; 70% Anglo, 13% Black, 11% Hispanic, 2% American Indian, 2% Oriental.

Objective: Enable students to successfully complete freshman and sophomore courses.

Content: Special courses for extremely needy students ("Motivation to Education" program), Skills Development and Tutorial Center for other participating students.

Methodology: The Motivation to Education program serves students with a multiplicity of needs that make it unlikely that they can succeed in PSE without a special program. Sixty students are enrolled in the fall and thirty students in the spring. Each student first receives intensive pre-college orientation, then takes four credit classes not a part of the

regular curriculum but satisfying degree requirements. The courses emphasize development of basic skills in reading, writing, computation, critical thinking, and conceptual material. Study skills are incorporated in all courses and are the primary focus of one. Instruction is provided in small classes, on a more individualized basis than is normally possible; most instructors teach one less course than do other faculty members. The Skills Development and Tutorial Center serves all 400 students, using both classroom instruction in basic skills and content-area tutoring. Each student has a prescriptive program designed for his unique needs; services are offered on an individual basis, in small groups, and through special seminars and workshops. College instructors provide most of the skills development instruction, while students with academic strengths and adults serve as tutors; tutors are trained by the Center staff.

Duration/Frequency: The modified curriculum of the Motivation to Education courses are offered during the freshman year. Services in the skills Development and Tutorial Center are offered on an as-needed basis with no prescribed time periods.

Resources: (Personnel) MEP Program: 2 full-time and 3 part-time instructors. Skills Development and Tutorial Center: 4 full-time instructors, 1 full-time diagnostician, 2 part-time adult tutors, 6 part-time peer tutors. (12 additional tutors are supported by other funds.)

(Materials) Not specified.

Evaluation: The Motivation to Education program is evaluated in two ways: through students' integration into regular college courses, and through changes in standardized test scores. The Skills Development and Tutorial Center is evaluated by determining the number of participants earning grades of C or better, and by changes in scores on achievement tests.

FOR BUREAU USE ONLY.
AR: Rural
TP: Black

SPECIAL SERVICES PROJECT PROFILE
COMPONENT DESCRIPTION

Component: SKILLS DEVELOPMENT

Objectives: To improve the student's ability to accomplish his academic and educational objectives; to improve basic cognitive skills in mathematics: computation, algebra, and plane geometry; to improve basic cognitive skills in language arts: reading speed and comprehension, vocabulary, grammar and syntax, written communication; to improve study skills and habits; to maintain an acceptable GPA.

LEVEL: POSTSECONDARY

Institution: Humboldt State University, Arcata, California

Project Component: Skills Development

Target Population: 310 students from low-income backgrounds; 63% lower division, 37% upper division; 22% American Indian, 28% Black, 20% Chicano, 8% Asian, 22% Anglo.

Objective: Enable students to catch up in academic skills, to complete PSE.

Content: Tutorial assistance for course work, developmental courses to provide bridge to regular curriculum, and workshops for critical college-level skills.

Methodology: Tutorial assistance for course work is provided by student tutors with expertise in academic areas, referred by departments. All tutors are required to take a course in tutoring offered in the School of Education. Tutors work under the supervision of an Assistant Director, with 95% of the tutoring taking place in the project office. Students sign up weekly for tutorial assistance. Developmental courses to prepare the student for regular courses are offered in remedial

mathematics, remedial English, remedial chemistry, and beginning English (two sections). The three remedial courses are taught by community college instructors and earn credit at the community college. Five skills workshops are offered by the project staff: study skills, note-taking, library usage, examination preparation, and term paper organization.

Duration/Frequency: Tutoring is ongoing during the academic year, including evenings and weekends. Developmental courses are offered during regular school hours. Skills workshops are offered once per quarter (time not specified).

Resources: (Personnel) Two Assistants to the Director, in Tutorial Services and Remedial and Developmental Courses; unspecified number of student tutors; 5 college instructors (part-time).

(Materials) Not specified.

Evaluation: The three portions of this component (as well as the other components of the project) are evaluated by comparing placement on academic probation of participating and non-participating eligible students.

FOR BUREAU USE ONLY.
AR: Urban
TP: Black

SPECIAL SERVICES PROJECT PROFILE
COMPONENT DESCRIPTION

Component: COUNSELING AND GUIDANCE

Objectives: To improve the student's capacity to cope with himself, with those with whom he interacts, and with the societies in which he must function; to develop positive self-perception of ability; to develop the ability to cope with parental disinterest; to develop positive attitudes to learning, further education, and project activities; to maintain a low level of project-related delinquent behavior (e.g., tardiness); to develop the ability to cope with institutional bureaucracy.

LEVEL: POSTSECONDARY

Institution: University of Illinois, Urbana, Illinois

Project Component: Counseling and Guidance

Target Population: 46-55 low-income minority students (42% Black, 35% Latin American heritage, 23% Asian American/other) whose academic credentials places them in the lower 2% of the entering freshman class, primarily from inner-city schools, but with the capability of developing intellectual potential through intensive coursework, counseling and supportive services.

Objective of Counseling and Guidance: To provide the entering students with the guidance and counseling required to enhance their chance of success through the development of a comprehensive support program.

Content: Program orientation, academic guidance, peer counseling, problem-solving techniques.

Methodology: Following the selection of participants during a two-day summer orientation for all eligible entering students, those selected receive assessment to determine their needs for academic tutoring and counseling. A positive self-perception is considered to be the result of academic achievement and the participants are therefore encouraged to enroll in classes where there is the likelihood of their succeeding, and to participate in all counseling and tutoring activities that will contribute to their success. Undergraduate advisors (peer counselors) attempt to establish positive reinforcing relationships with the participants and serve not only as academic tutors but also as sources of assistance and information in personal problem solving, enrollment or administrative difficulties and coping with negative project or group interactions. A Student Development class (worth three semester hours credit) is specifically designed to include techniques of problem solving and is taught by the project director.

Emotional maturation and desirable social behavior are encouraged through the project's social and cultural activities and are believed to contribute to the student's personal development. Counselors encourage participation in college activities in developing a desirable and worthy self-image.

Duration and Frequency: Drop in counseling services are available as required from the peer counselors. Appointments with the project counselor are scheduled at 1/2 hour intervals during regular office hours. Student Development class is offered for three hours per week.

Resources: (Personnel) Project Coordinator plans and administers the program with the Project Director as the operational administrator and counselor. Twenty undergraduate advisors (peer counselors) serve not only as counselors but also as academic tutors.

(Materials) Peer counselors activity log; Student Development Class materials not specified.

Evaluation: No evaluation of these activities is specified.

SPECIAL SERVICES PROJECT PROFILE
COMPONENT DESCRIPTION

FOR BUREAU USE ONLY.
AR: Urban
TP: Black

Component: COUNSELING AND GUIDANCE

Objectives: To improve the student's capacity to cope with himself, with those with whom he interacts, and with the societies in which he must function; to develop positive self-perception of ability; to develop the ability to cope with parental disinterest; to develop positive attitudes to learning, further education, and project activities; to maintain a low level of project related delinquent behavior (e.g., tardiness); to develop the ability to cope with institutional bureaucracy.

LEVEL: POSTSECONDARY

Institution: Merritt Community College, Oakland, California

Project Component: Counseling and Guidance

Target Population: Approximately 875 students from low-income urban families, who have earned at least 12 semester hours with "C" or better average and have the potential of success in a four-year university; 35% Black, 15% Anglo, 14% Unspecified, 14% Asian-American, 18% Hispanic, 3% American Indian.

Objective of Counseling and Guidance: To develop positive attitudes towards the value of a four-year postsecondary education and encourage the motivational changes required to complete a postsecondary education.

Content: Peer and professional counseling to achieve a positive self-image.

Methodology: Students participating in this program are concurrently enrolled in Merritt and one of the ten participating four-year colleges and carry a minimum of 12 semester hours with at least a C average. Small group

program orientations are scheduled at each of the participating postsecondary institutions previous to enrollment in the program.

Career motivation provides the basis for self-image counseling and success orientation counseling. Students achieve self-confidence in the two-year program (and are able to transfer their "success-behavior' to a four-year institution) through the peer advisor and tutors who are trained to constantly reinforce the success patterns.

ıration/Frequency: Peer counseling is available at the Learning Lab from 8:00 to 3:00 daily and 7:00 to 9:00 on Tuesday, Wednesday, and Thursday evenings during both the academic and summer session.

Resources: (Personnel) A full-time Project Counselor with a minimum of a Masters degree. 15 peer counselors are full-time students with a minimum of 20 semester units of college level work, with training in human relations, group processes or counseling.

(Materials) None specified, materials are supplied by the Merritt College financial aids program and are relevant to career counseling.

Evaluation: No evaluation of these activities is specified.

FOR BUREAU USE ONLY.
AR: Urban
TP: White

SPECIAL SERVICES PROJECT PROFILE
COMPONENT DESCRIPTION

Component: COUNSELING AND GUIDANCE

Objectives: To improve the student's capacity to cope with himself, with those with whom he interacts, and with the societies in which he must function; to develop positive self-perception of ability; to develop the ability to cope with parental disinterest; to develop positive attitudes to learning, further education, and project activities; to maintain a low level of project-related delinquent behavior (e.g., tardiness); to develop the ability to cope with institutional bureaucracy.

LEVEL POSTSECONDARY

Institution: North Shore Community College, Beverly, Massachusetts

Project Component: Counseling and Guidance

Target Population: 400 students (45% males, 55% females, 13% Black, 2% American Indian, 11% Hispanic, 2% Oriental, 70% Anglo, 2% Other) from low-income families, financially unable to attend college, frequently with low aspirations and negative self-esteem who have potential for success as indicated in previous academic performance. Approximately 15% of the target population is physically handicapped or has limited English speaking ability.

Objective of Counseling and Guidance: To provide a full service counseling and guidance program ranging from academic advisement to crisis intervention; to assist in solving the problems which interfere with academic performance.

Content: Peer and professional counseling, crisis intervention, adjustment to college, improving self-concept and achievement motivation.

Methodology: An intensive pre-college orientation course (offered at no credit and lasting 1-3 weeks) introduces the student to all counseling and academic services. The orientation exposes the student to the realities and difficulties of college life, but additionally makes him aware of the project service available to assist in coping with problems. During the entry period to the program (which is a modified curriculum of entry level subjects), peer counseling is used extensively. The peer counselor is considered of primary importance to the counseling methodology in that the peer counselor's personal success lends credibility to their counseling. Vocational awareness counseling and motivation counseling are closely related functions of the counseling program during the early phase of the program. During the second semester, the participant is assigned to a Motivation Program counselor who has specific training in motivation techniques and vocational planning. Clearly stated academic goals within the participant's ability and the methods of achieving the goals are determined mutually by the participant and the counselor. The plan for entering the regular college program and the required behaviors for success are decided upon and a schedule for follow-on counseling is developed. As the student enters the regular college program, the peer counselor continues to provide counseling service, but encourages the participant to rely on his own judgement and to recognize alternate courses of action. During the first semester in which the student participates in the regular college problem, the follow-up is discreet, but always available and the student is encouraged to exercise his own problem solving techniques.

Duration/Frequency: The services of the two supervising professional counselors are available by appointment, although drop-in counseling is available for emergencies. Group "rap-sessions" are scheduled as needed. The six peer counselors are quarter-time employees and are scheduled during the academic year as part of the participant's weekly activities. The counseling center is open year round during regular school hours.

Resources: (Personnel) Six peer counselors (selected from disadvantaged students who have been successful in college) supervised by two full-time professional counselors, one of whom is bilingual.

(Materials) Project staff designed Participant Counseling Log and Educational Planning Guide.

Evaluation: No evaluation of these activities is specified.

FOR BUREAU USE ONLY.
AR: Urban
TP: Black

SPECIAL SERVICES PROJECT PROFILE
COMPONENT DESCRIPTION

Component: CAREER PLANNING

Objectives: To improve the student's ability to accomplish his academic and educational objectives through an awareness of available fields of study and related careers.

LEVEL: POSTSECONDARY

Institution: Northern Illinois University, De Kalb, Illinois

Project Component: Career Planning

Target Population: 530 students; 65% from families with annual income below $9000; 56% Black, 36% Anglo, 8% Hispanic.

Objective: To appraise own interests, abilities, and aspirations relevant to occupational choice and development; to understand occupational alternatives and make occupational choices.

Content: Four types of counseling sessions: value clarification, decision making, career alternatives, and occupational preparation.

Methodology: Students meet individually with counselors and progress through the four types of sessions at their own pace. During the value clarification the student is exposed to commercially-prepared materials to learn about a variety of work values and to develop his own. During decision making the student uses commercially-prepared and counselor-produced materials to understand the process of decision making and to develop effective decision making strategies. In career alternatives the student surveys the five basic occupational clusters to determine the one that if of interest to him; the student makes a career choice and

selects a major and educational program appropriate to that career. Occupational preparation concentrates on job-seeking skills; the student is assisted in how to find a job, how to prepare a resume, and how to prepare for and take an interview.

Duration/Frequency: Students meet with counselors once a week, for one hour, for approximately six weeks.

Resources: (Personnel) Career Coordinator (part time), peer counselors (number not specified);
(Materials) SRA materials on Hierarchy of Needs, Kuder Interest Inventory; Career Resources Center.

Evaluation: No evaluation of these activities is specified.

FOR BUREAU USE ONLY.
AR: Urban
TP: Black

SPECIAL SERVICES PROJECT PROFILE
COMPONENT DESCRIPTION

Component: CAREER PLANNING

Objectives: To improve the student's ability to accomplish his academic and educational objectives through an awareness of available fields of study and related careers.

LEVEL: POSTSECONDARY

Institution: Merritt Community College, Oakland, California

Project Component: Career Planning

Target Population: Approximately 875 students from low-income urban families; have earned 12 semester hours with "C" or better average and have potential for success in four-year university; 35% Black, 15% Anglo, 14% unspecified, 14% Asian-American, 18% Hispanic, 3% American Indian.

Objective: To integrate the student's academic program with career expectations, to acquaint the student with a diversified career experience, and to offer the student an immediate career experience.

Content: Career counseling and participation in the college's Career Guidance Center.

Methodology: Students receive career counseling and academic program planning from a project counselor and/or peer counselors. Most exploration of careers is through the college's Career Guidance Center, where the student receives an evaluation of vocational interests and aptitudes, interacts with resource persons having career information, and explores vocations (including work experience and work-study).

Duration/Frequency: No times are specified.

Resources: (Personnel) One full-time counselor, 15 part-time peer counselors, one full-time Guidance Center clerk.

(Materials) Not specified.

Evaluation: All students will participate in the Career Planning Program.

FOR BUREAU USE ONLY.
AR: Urban
TP: Hispanic

SPECIAL SERVICES PROJECT PROFILE
COMPONENT DESCRIPTION

Component: Career Planning

Objectives: To improve the student's ability to accomplish his academic and educational objectives through an awareness of available fields of study and related careers.

LEVEL: POSTSECONDARY

Institution: Oregon State University, Corvallis, Oregon

Project Component: Career Planning

Target Population: 200 low-income students; 25% Black, 25% American Indian, 27% Hispanic, 17% Anglo, 4% Asian-American, 2% Other.

Objective: To assist the student to determine a career goal, and to choose an academic curriculum consistent with that goal.

Content: Assessment of career interests, career counseling, use of campus career center, preparation for finding employment.

Methodology: This project serves two groups of students: (1) those from five nearby community colleges; and (2) those from Oregon State Univ. Career planning methodology for the two groups is similar, with certain differences. For the community college students: a vocational interest test and a career needs questionnaire are administered; career exploration visits are conducted to clarify the value of continued education; career goals are clarified through counseling, testing, career exploration visits, and use of campus career center; counseling assistance is given to plan an appropriate curriculum to achieve goals, including assistance in transferring to a four-year institution. For OSU students:

a vocational interest test and a career needs questionnaire are administered; career goals are determined through testing, counseling, career exploration visits, and use of campus career center; counseling assistance to plan an appropriate curriculum is provided; workshops on resume writing and use of college placement office are given; counseling, visitations, and application assistance for graduate school are offered; counseling, information, and assistance are provided for employment opportunities consistent with career goals during summers and after graduation.

Duration/Frequency: Most activities are ongoing during the academic year. Specific amounts of time are not specified.

Resources: (Personnel) Assistant Project Director (part time), Academic Coordinator (part time), counselor/coordinator at each community college, career planning center.

(Materials): Vocational interest tests (not specified).

Evaluation: No evaluation of these activities is specified.

SPECIAL SERVICES PROJECT PROFILE
COMPONENT DESCRIPTION

FOR BUREAU USE ONLY.
AR: Urban
TP: Black

Component: FINANCIAL ASSISTANCE

Objectives: To improve the student's ability to accomplish his academic and educational objectives through assistance in obtaining financial aid.

LEVEL: POSTSECONDARY

Institution: Wayne State University, Detroit, Michigan

Project Component: Financial Assistance

Target Population: 290 participants from low-income families, with deprived educational background but with academic potential. Ethnic breakdown is 90% Black, 3% White and 1% Other.

Objective of Financial Assessment: To obtain the financing required to complete a minimum of two years at a Postsecondary institution.

Content: Orientation to available financial assistance and assistance in completion of Financial Aid forms.

Methodology: Financial aid is available to all university students on basis of need and includes tuition, books, lunch and transportation. Special university grants are used in conjunction with federal funds for this program. Applicant financial needs are determined by the Financial Aid office following the Program Orientation (held during the spring vacation of the senior high school year) and previous to acceptance into the program in June. After acceptance into the program, a Financial Aid Orientation is scheduled as part of a student-parent meeting in which the director of the program and the special team from the Financial Aid

office acquaint the participants with the financial assistance available to them. At the end of this session on financial aid, counselors helped parents and students to complete the Financial Aid Application and Parent's Confidential Statement for the Financial Aid Office. During the initial summer quarter, all low-income project students taking credit courses are provided with a university grant to cover the costs of tuition and books and these students are provided with a college work-study job to pay for meals and transportation. Students taking non-credit courses are not charged tuition and are provided with a college work-study job to pay for transportation and meals. All low-income entering participants are provided with a university grant of $1000.00 in addition to the Basic Educational Opportunity Grant during the first academic year. The first-year students thus are assured of a financial aid package that is primarily composed of grants. Students who have a need in excess of their grants are provided with a National Defense Student Loan ranging from three to five hundred dollars. With the exception of the special summer program, no first year students are assigned to a college work-study job which assures that students are provided the opportunity to devote their full efforts toward academic pursuits.

After the first year, all eligible university students are provided a financial aid package, based upon need as determined by the Parent's Confidential statement. The financial aid package consists of 50% grant funds and the remainder a combination of self-help, National Defense Student Loan, college work-study, and parental contribution. For the project students, this allocation method usually results in a combination of University grant or Basic Educational Opportunity Grant providing up to one-half the student's need with the remainder divided between a National Defense Student Loan and a college work-study job.

Duration/Frequency: Financial Aid counseling and assistance is available throughout the school year. Assistance in completion of the forms is scheduled for 1/2 day of the spring quarter previous to admission of the Participant.

Resources: (Personnel) One half-time Financial Aid Administrator serves as admission counselor for two federal programs. All project counselors have financial aid information and forms available as needed. Financial Aid Office staff is available as required.

(Materials) Financial Aid Applications and supporting eligibility documents.

Evaluation: No evaluation of these activities is specified.

SPECIAL SERVICES PROJECT PROFILE
COMPONENT DESCRIPTION

FOR BUREAU USE ONLY.	
AR:	Urban
TP:	White

Component: FINANCIAL ASSISTANCE

Objectives: To improve the student's ability to accomplish his academic and educational objectives through assistance in obtaining financial aid.

LEVEL: POSTSECONDARY

Institution: North Shore Community College, Beverly, Mass.

Project Component: Financial Assitance

Target Population: 400 students (45% males, 55% female; 13% Black, 2% American Indian, 11% Hispanic, 2% Oriental, 70% Anglo, 2% Other) from low-income urban families, financially unable to attend college, frequently with low aspiration and negative self-esteem who have potential for success as indicated in previous academic performance. Approximately 15% of the target population is physically handicapped or has limited English speaking ability.

Objective of Financial Assistance: To assist the participants (93% of the program participants have no financial support from parents and 60% receive no welfare or Social Security benefits) in gaining financial aid and to develop financial planning abilities.

Content: Financial referals, applications, financial planning.

Methodology: Financial counseling is provided as a feature of the Motivation for Education Program counseling service and operates in conjunction with the Financial Aid office. The project office maintains current financial assistance information, refers eligible students to the Financial Aid

office and assists in completing applications. The Financial Aid office determines eligibility for Basic Educational Opportunity Grant, Supplementary Educational Opportunity Grant, National Direct Loan and State funds, and provides additional assistance in completing the financial aid application. After the application is completed and the funds released, assistance in budgeting for school costs and financial planning are provided by the project counselors upon request of the participant. Additional funds can be earned by participants through a work-study program (limited to 15 working hours per week) which is available through the project office and is coordinated with the college placement bureau.

Duration/Frequency: Availability of financial aid is presented as part of the first months' Orientation to the program; financial counseling is available as required by the participant throughout the year.

Resources: (Personnel) Six peer counselors and the project staff refer students to the Financial Aid officer for specific assistance in aid application. Two full-time project counselors are available to assist in financial planning and budgeting as part of their counseling activities.

(Materials) Not specified, available from Financial Aid office; includes federal and state applications for loans and grants.

Evaluation: No evaluation of these activities is specified.

SPECIAL SERVICES PROJECT INFORMATION

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   Arcata, California 95521
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   Phone: (707) 826-4781

2. Institution: Merritt Community College
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   Project Director: Guillermo R. Zelaya
   Phone: (415) 531-4911, ext. 395

3. Institution: North Shore Community College
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   Phone: (617) 827-4850 ext. 140

4. Institution: Northern Illinois University
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   Project Director: McKinley "Deacon" Davis
   Phone: (815) 753-0205

5. Institution: Oregon State University
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   Phone: (503) 754-4373

6. Institution: University of Detroit
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Project Director: Walter H. Redmond
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7. Institution: University of Illinois, Urbana
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Champaign, Illinois 61820
Project Director: Ernest R. Morris
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8. Institution: Wayne State University - Project 350
5229 Cass Avenue, Room 215
Detroit, Michigan 48202
Project Director: James C. Moore
Phone: (313) 577-1994

9. Institution: Weber State College
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Ogden, Utah 94408
Project Director: Dr. Don N. Jensen
Phone: (801) 399-5941 ext. 235

Non-Special Programs

During the process of identifying programs for disadvantaged students, educational interventions other than Upward Bound and Special Services were located that had components of potential value to the development of the intervention models. Of the 56 non-Special Programs nominated, 33 were abstracted and 11 were determined to meet all requirements for inclusion in the study. The abstract format is identical to that of the Upward Bound-Special Services abstracts and collects identical data for comparison of existing components. The objective of each project component is identical to that of the Upward Bound-Special Services component categories described earlier in this report. A prototype Index of Existing Components for Non-Special Programs is included in this report and appears in this section.

FOR BUREAU USE ONLY.
AR: RURAL
TP: HISPANIC

PROJECT PROFILE
COMPONENT DESCRIPTION

Component: REMEDIAL LANGUAGE ARTS (does not include assistance with high school course work)

Objectives: To improve (bring up to grade level) cognitive skills: reading speed, reading comprehension, grammar, syntax, vocabulary, spelling and writing; to develop study habits related to language; to improve grades as a by-product.

LEVEL: SECONDARY

Institution: St. Edward University
Migrant Attrition Prevention Program (MAPP)
Austin, Texas

Project Component: Remedial Language

Target Population: Approximately 325 high school students from 12 school districts; mostly children of migrant farm workers who have the potential for successful completion of high school but lack the educational preparation and are likely to be early dropouts with minimal employability after leaving school. 98.5% of the MAPP students are Mexican-American and 1.5% are Black.

Objective of Remedial Language: To improve the language skills of the participants (as part of the Core Program), thus enabling the participant to complete successfully the graduation requirements of his home high school and enabling him to compete for non-migratory employment, which requires a high school diploma.

Content: Reading Skills, Oral and Written Communication, Vocabulary Development and Comprehension.

Methodology: The remedial language program (Communication Skills Lab) is a component of the Core Program and includes remediation in reading, English and mathematics. Language assessment for entering students occurs during the first week of the 10-week summer session and utilizes the Sequential Test

of Educational Progress, the California Achievement Test, The Writing Proficiency Test, Nelson-Denny A and C (pre-test), (the Nelson-Denny B and D is used for the post-test). After determining language and reading remediation needs, the Master Teacher develops a contract and prepares a study program of reading and English language skills for each participant. Approximately 38 components of the project staff designed Language Skills program can be combined and structured to meet the remedial needs of each student. Students progress through the components at their own speed, maintaining their own progress records and renegotiating their individual contracts upon unit completion. Minimum contract completion time is four weeks, with most students remaining in the language remediation lab for the full ten weeks.

All remedial units in the Core Program have been designed to assure the students' success and the successful completion of the single unit assures success in the subsequent unit. During the entire Core Program, students receive constant encouragement and frequent reinforcement of their success image.

Students participating in the second and third year summer sessions receive instruction in English language skills, composition, and literature with any required support for the classes available from the Communication Skills Lab. Third year classes are provided in English language skills, advanced reading comprehension, advanced English language skills and English literature. In conjunction with the MAPP Work Experience Program, students who primarily speak Spanish participate in job interviews conducted in English and work-environment role playing such as opening a bank account, buying money orders and communicating with non-Spanish speaking people.

Duration and Frequency: Summer months (ten-week program) Language and Communication Skills Lab is open Monday through Saturday. All students requiring language remediation (approximately 90% of the entering participants) receive a minimum of two hours per day, but can schedule additional hours to speed completion. Evening tutoring is available.

Resources: (Personnel) One full-time Language Arts/Communication Master Teacher with two part-time graduate assistants. Graduate assistants earn college credits; approximately six student interns (peer tutors) as required. Peer tutors and graduate assistants receive one week training previous to summer program.

(Materials) Commercially available audio-visual material, commercially available assessment instruments. Writers Workshop (Peek Publications), staff designed Language Skills units, commercially available language and communication texts.

Evaluation: A minimum of 60% of the participants will gain 1.3 academic months for each month's participation in the program as determined by the language sections of Nelson-Denny and California Achievement post-test scales.

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AR: RURAL
TP: HISPANIC

PROJECT PROFILE
COMPONENT DESCRIPTION

Component: CAREER PLANNING

Objectives: To improve the student's ability to accomplish his academic and educational objectives through an awareness of available fields of study and related careers.

LEVEL: POSTSECONDARY

Institution: St. Edwards University
College Assistance Migrant Program (CAMP)
Austin, Texas

Project Component: Career Planning

Target Population: Approximately 150 first and second semester students (88% Mexican-American, 10% Black, 2% Anglo); between 18 and 23; usually from low-income migrant worker families; usually graduates of rural or semi-rural general or vocational high schools with a high school GPA of 2.00 or better.

Objective of Career Planning: To assist the students (who are the children of migrant workers) in recognizing the value of an education and in determining a future career; to provide assistance in planning the steps and actions necessary to achieving that career.

Content: Individualized career assessment, career awareness activities, career planning and career-related employment placement (part-time).

Methodology: The College Assistance Migrant Program recognizes that the migrant student would find little chance to compete for occupations normally associated with economic success without extensive academic credentials. Since employers insist on diplomas as those credentials for entry into occupations that offer long term employment, CAMP provides the formal educational opportunities necessary to successful completion of those credentials. The

career planning activities of the counseling services begins with an assessment of interest and abilities using a Self-Inventory Blank (developed by the staff from the Texas Employment Commission publication, Choosing Your Occupation) and a Self-Knowledge List. Following the assessment, the student peer counselors (using very detailed procedures developed for the career counselors by the project staff and under the direction of the career counselor), proceed through a series of 12 career planning sessions. During the early sessions, the students select a number of career options open to them and of interest to them. They then define the skills and abilities they have which are applicable to three of these career options, define the skills and abilities yet to be achieved to meet the three career options, and determine the factors (financial reward, service to others, creative satisfaction) that make the three career choices desirable. This intensive "self-study" is believed to help the students not only define his career possibilities, but recognize his career limitations.

A series of guest speakers representing various occupational groups are scheduled for one and two hour career awareness (World of Work) groups and are supplementary to the career counseling program. Discussion groups follow each presentation, during which the job requirements as well as the methods of achieving the requirements are discussed. Specific mandatory sessions are presented in such subjects as applying for employment, employment examinations, merit systems, job interviews, resume writing, responsibility to employers, performance reviews, budgeting, and money management techniques. Role playing simulates employment interviews and utilizes a version of Fifty Questions Asked by Employers During Interviews, (modified from Trends in Employment of College and University Graduates, F. Endicott). At the completion of the career planning program, students are expected to find (with assistance from the placement office) and accept employment in an area related to one of their career options for the summer between the freshman and sophomore years.

Duration and Frequency: The Career Counseling Program, extending from September to April (12 scheduled sessions), is supplemented by at least two guest speakers per month as part of the World of Work. Placement sessions are scheduled with potential employers in fields related to the students' career

choice in April and May. The students participate in approximately four hours of career planning activities per month with the group, supplemented with individualized career counseling as required.

Resources: (Personnel) One professional counselor with specific vocational training experience, one vocational counseling aide, four student counselors, and volunteer speakers from professional fields or from the state employment office.

(Materials) Staff developed career assessment materials, Careers for a Changing World, (New York Life Insurance Co.), Texas State Employment Commission career planning materials, staff developed Career-Kit, staff developed Jobs for College Grads, staff developed career descriptions (Career Awareness Brochure) and commercially available career orientation publications and films.

Evaluation: All participants are expected to attend the career planning activities during the academic year and attend any Career Awareness lecture relevant to their career options. All students are expected to find and accept employment in a related career field during the freshman-sophomore summer and save a minimum of $360.00 using the money management techniques learned during the career planning sessions.

FOR BUREAU USE ONLY.
AR: RURAL
TP: HISPANIC

PROJECT PROFILE
COMPONENT DESCRIPTION

Component: COUNSELING AND GUIDANCE

Objectives: To improve the student's capacity to cope with himself, with those with whom he interacts, and with the societies in which he must function; to develop positive self-perception of ability; to develop the ability to cope with parental disinterest; to develop positive attitudes to learning, further education, and project activities; to maintain a low level of project related delinquent behavior (e.g., tardiness); to develop the ability to cope with institutional bureaucracy.

LEVEL: POSTSECONDARY

Institution: West Texas State University
Canyon, Texas

Project Component: Counseling and Guidance

Target Population: Medium- or low-income students, usually from small rural or semi-rural high schools; school population is approximately 40% Mexican-American, 30% Black and 30% White; high drop-out rate especially during the freshman year.

Objective of Counseling and Guidance: To reduce the drop-out rate by assisting the student in developing decision-making processes and human relation skills, improving the students' self image and achieving success orientation through academic and personal development.

Content: Small groups in problem solving, coping behaviors, study skills, test anxiety, assertiveness training, couples communication and personal growth. Individual counseling in personal problem solving.

Methodology: The university provides two separate but correlated counseling services. The Center for Testing, Academic and Career Counseling provides a

full program of counseling service with emphasis on supportive services leading to academic achievement. The Personal Counseling Center provides full-service counseling in non-academic personal problem solving.

The services provided by both counseling centers are described to the student in detail during the pre-registration orientation program. Although not mandatory, all students are encouraged to participate in a 15 hour Skills Development Course offered during the first week of every quarter, and scheduled for groups of 10 or fewer students. The course includes skills building activities such as decision making, personal assessment for career choice, relaxation techniques and human relationships skills. The initial activities of this course are supplemented with subsequent counseling in the development of appropriate skills for effective learning. The group activities of the academic center are coordinated with the individualized counseling activities of the personal counseling center. Frequent joint-staff meetings are scheduled to assure a close relationship of academic-personal counseling activities, and the program/progress records of the students are mutually maintained.

A well defined and well structured peer counselor training program is provided by the university and is offered as part of the upper division electives. Following training, each peer counselor spends 6 to 10 hours per week in either individual or small group (3-6) counseling. All peer counseling activities are directed by the professional counselors and progress or activities reports are made weekly by the peer counselors.

Duration and Frequency: Both Counseling Centers are open Monday to Friday from 8:00 to 5:00 with evening groups scheduled as required. Both appointment and walk-in services are available with "hot-line" phone referrals available during non-center hours.

Resources: (Personnel) One professional counselor/director at each center, with 5 professional staff counselors and 30-40 peer counselors. Peer counselors (upper division students) provide both academic and problem solving counseling services. Volunteer faculty counselors (both academic and personal) are available upon request and provide career counseling in conjunction with personal development counseling.

(Materials) Staff developed Peer Counselor Training Program and Progress reporting forms. Assessment instruments include Strong-Campbell

Vocational Interest, Jenkins' How Well Do You Know Yourself, Personality Inventory and the Differential Aptitude Test. Coping behavior films.

Evaluation: All students will receive a minimum of three hours of academic counseling, with 75% of the students completing the 15 hours Skills Development Course. All students will be aware of the services provided by the Personal Counseling Center.

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AR: URBAN
TP: HISPANIC

PROJECT PROFILE
COMPONENT DESCRIPTION

Component: SKILLS DEVELOPMENT

Objectives: To improve the student's ability to accomplish his academic and educational objectives; to improve basic cognitive skills in mathematics: computation, algebra, and plane geometry; to improve basic cognitive skills in language arts: reading speed and comprehension, vocabulary, grammar and syntax, written communication; to improve study skills and habits; to maintain an acceptable GPA.

LEVEL: POSTSECONDARY

Institution: California State University, Long Beach
Learning Assistance Center
Long Beach, California

Project Component: Skills Development (note: The Long Beach Learning Assistance Center is a self-contained facility designed specifically for the purpose of skills development. No other components are included in the Center.)

Target Population: The Learning Assistance Center is open to all students, faculty, and administrators of California State University, Long Beach. It serves approximately 7,500 students per year. No ethnic breakdown is given, although many participants are Spanish speaking students.

Objectives: To mobilize all existing campus, community and CSULB resources including people, facilities, programs, research, equipment, and materials to help all learners learn more in less time and with greater ease and confidence; to help learners develop the skills and attitudes necessary for academic success.

Content: Individualized learning assistance, tutorial assistance, academic course support, academic aids library, standardized test preparation service.

Methodology: The Learning Assistance Center emphasizes the following activities for students: Personal Learning Assistance - an individualized and personalized diagnostic/prescriptive program to aid students in the development and improvement of learning skills; Tutorial Assistance - a service for all students with course difficulties with formalized responsibilities for veterans; Academic Course Support - a cooperative effort for course enrichment, content reinforcement or skill development; Academic Aids Collection - an information and materials gathering venture to make accessible course learning aids for students in the Learning Assistance Center. Each student who comes to the Center for help is assigned an advisor who is available for assistance on a weekly basis. These advisors are often other students, interns who are working at the Center in partial fulfillment of a regular course. The student takes a diagnostic test on the basis of which his particular program is designed. Sometimes students need assistance in areas other than improving learning or study skills. In these cases, the student is directed to the counseling center or to the appropriate service department, and progress is monitored by the Center.

The Center is equipped with 25 carrels, and students are encouraged to make use of the audio and video equipment. Many of the programs are specially designed by Center aides; others are regular programs or courses broken down into a series of modules. Dividing the Center into spatial components are shelves containing these programs. self-help kits to improve learning skills, video and audio "trouble-shooting" tapes to increase understanding in specific subjects, language drill tapes, and written literature.

Duration/Frequency: The Center is open 69 hours per week during the academic year. Users of the facility may come at any time. Tutorial and other individual assistance is scheduled as needed.

Resources: (Personnel) Ten counseling interns, volunteer aides and counselors, M.S. in counseling graduate students, and 150 volunteer staff personnel.

(Materials) Handbooks, workbooks, tape cassettes (blank and commercially made), overhead projectors, transparencies, filmstrips, films, tape recorders, shadowscopes, auto tutor, Vocon I equipment, How to Solve Physics Problems (Ripon), and Writing About Literature (Cohen).

Evaluation: All programs are entirely individualized, based on tested needs. Each program package module or mini-course includes rating sheets for each

component plus a test of final mastery. Students discuss progress, using rating sheets, with facilitators (who are volunteer faculty members with expertise in a particular subject). Facilitators and staff meet weekly to discuss student progress and needed changes, using student files that include all information relating to student program, tests and other activities. Students also fill out "usefullness" form at end of term.

FOR BUREAU USE ONLY.
AR: URBAN
TP: BLACK

PROJECT PROFILE
COMPONENT DESCRIPTION

Component: SKILLS DEVELOPMENT

Objectives: To improve the student's ability to accomplish his academic and educational objectives; to improve basic cognitive skills in mathematics: computation, algebra, and plane geometry; to improve basic cognitive skills in language arts: reading speed and comprehension, vocabulary, grammar and syntax, written communication; to improve study skills and habits; to maintain an acceptable GPA.

LEVEL: POSTSECONDARY

Institution: University of Florida
Gainesville, Florida

Project Component: Skills Development

Target Population: 114 entering Special Admissions students (freshman year) and approximately 150 second-year students, all considered high risk, scoring below the 60th percentile in the college placement test, but with some evidence of academic ability and a "C" average in high school. Usually from low-income minority families (80% Black).

Objective of Skills Development: To assist program participants in achieving a "C" or better in all required first- and second-year university course work.

Content: Individualized tutoring and testing in first- and second-year university course work.

Methodology: The Teaching Center is a fully institutionalized unit within the academic program of the university and all skills development activities are related to the regular university courses. Faculty members who are assigned special sections (in the areas of English, mathematics, social sciences, behavioral studies, humanities, and physical and biological sciences) are recruited by the various department chairmen. These faculty members are invited to work with the Teaching Center. Their responsibility includes

the regular classroom instruction of sections of 20 to 30 students, as well as writing of performance measures (test-items) for use in the Teaching Center, and communication with the course tutor.

A tutor is assigned to each course taught through the Center. The tutor works closely with the instructor, attends class, and is responsible for contacting and tutoring every student in the course. Tutoring is done on an individual and group basis, both before and after testing, depending upon the preference and needs of the students.

In preparing materials to be used in the tutoring, each instructor divides course content into units and writes a bank of test questions (in multiple-choice or short-answer format) for each unit, which are then stored in the computer. The student, when he feels prepared, comes to the Teaching Center for testing and is administered a computer-generated test, which is immediately scored by a laboratory assistant. If he has met the criterion set by the instructor, he has completed that unit. If he fails, he is given additional help and attempts the test again, responding to different items from the item bank stored in the computer.

Daily test results are stored in the computer. From this data, weekly progress reports and generated (for each student and each course section), which are available to instructors, tutors, and the director of the Center. Thus it is possible at all times to monitor the progress of any individual student or the progress of an entire class on any particular unit of work.

During the two years in which a student may enroll in special Teaching Center sections, he is also enrolled in regular courses at the University. As his performance scores on tests improve, he is encouraged to enroll in more non-Teaching Center courses so that his transition to the academic mainstream is successful. Instructors are encouraged to use essay-type examinations and written assignments as part of their instructional activities. Two writing instructors at the Teaching Center work with students on these assignments to develop the students' academic writing skills that are essential in upper division work.

Duration and Frequency: Services are available daily from 8:00 to 5:00 and are determined by the courses in which participants are enrolled. Participants

may continue to receive tutoring for six weeks after completion of a class to complete class requirements.

Resources: (Personnel) Teaching Center staff consists of a director, an associate director (responsible for all center operations), one full-time computer programmer, one project records secretary, volunteer professors from six general academic areas who prepare all tutoring test items, two half-time writing skills instructors, and one tutor for each freshman and sophomore class in which participants are enrolled.

(Materials) Faculty developed test items for the six computerized subject areas; staff developed writing skills unit; commercially available texts used by class tutors.

Evaluation: Fifty percent of those students participating in the two-year Instructional Resources Teaching Center will complete a university degree within five years, with less than 25% of the participants withdrawing because of academic failures.

FOR BUREAU
USE ONLY.
AR: RURAL
TP: HISPANIC

PROJECT PROFILE
COMPONENT DESCRIPTION

Component: SKILLS DEVELOPMENT

Objectives: To improve the student's ability to accomplish his academic and educational objectives; to improve basic cognitive skills in mathematics: computation, algebra, and plane geometry; to improve basic cognitive skills in language arts: reading speed and comprehension, vocabulary, grammar and syntax, written communication; to improve study skills and habits; to maintain an acceptable GPA.

LEVEL: POSTSECONDARY

Institution: St. Edward University
College Assistance Migrant Program (CAMP)
Austin, Texas

Project Component: Skills Development

Target Population: Approximately 150 first and second semester students (88% Mexican-American, 10% Black, 2% Anglo); between 18 and 23; usually from low-income migrant worker families; usually graduate of rural or semi-rural general or vocational high schools with a high school GPA of 2.00 or better.

Objective of Skills Development: To provide each student with a developmental workshop in effective study skills and "catch-up" instruction in English, Mathematics and Reading, and to provide supportive instruction in first year academic work.

Content: Remedial and at-level tutorial services in mathematics, language and communication skills.

Methodology: Following acceptance into the program in May (prior to college entrance), all participants are scheduled for a 12-day orientation program. The program includes an assessment component, using the Nelson-Denny Reading Test, the Croft Reading Comprehension Skills and the Effective Study Test. Following a two-day period of general orientation, the students participate in a ten-day Effective Study Skills Course and a Math, English and Reading

Enrichment Course. Students are divided into groups of 15, with two student-facilitators leading the discussions and presenting the topics. Specific elements of the program are Time Management, Memory Improvement, Note-Taking, Textbook Reading, Exam Taking, Theme and Report Writing, Social Adjustment, Study Concentration, Speech Making, and Motivation. Subsequently, a six-hour credit course (Freshman Studies Program) is presented to all freshman and is designed to assist participants through all first year classes. In the Freshman Studies Program, small study groups are conducted by peer tutors (Student Facilitators) who not only tutor but assist in preparation of all class assignments. During the academic year, students attend small study groups, which work with materials from their various classes and receive individual instruction and tutoring from the student facilitators.

Duration and Frequency: The Student Facilitators schedule both individual and group sessions on a daily basis. Most students attend one to three of the group sessions per week, with the instruction/discussion lasting up to one hour. All entering freshman receive a minimum of four hours tutoring until midterm. Individual sessions dealing with preparation of assignments, term papers and other class related activities are scheduled on an individual basis and average an hour per week. Individual skills development averages 85 hours per semester, with each of the student facilitators working 10 to 15 hours per week.

Resources: (Personnel) Approximately 30 Student Facilitators (capable of tutoring in two or more subjects); one master teacher with one assistant in each skills area (reading, math and English) is provided by the university. A full-time Curriculum Coordinator is responsible for the scheduling, tutoring and individual progress tracking.

(Materials) Assessment for determining skills uses commercially available materials. Instructional materials used by the Student Facilitators during the academic year are identical to those used by the classroom instructors. Effective Study Skills materials have been developed by the staff. English skills development materials include Basic Writing Track (38 English Grammar and Usage Units).

Evaluation: All students who participate in the CAMP program will earn grade point averages equal to those earned by the traditional non-program students at the university.

NON-SPECIAL PROGRAMS PROJECT INFORMATION

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